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ABSTRACT

Information is provided about approximately 120 recently conducted, career education programs for handicapped adolescents. Programs and projects are presented alphabetically by state, and were selected by state personnel as representative of good vocational education for the handicapped with the potential of replication in other states. Usually listed for each state are the state director of special education, the state director of vocational education, and the name and address of a state contact. Usually listed for each program are the program title, location, local contact, number of students, type of handicap served, and a brief description of program objectives, activities, and results. Programs are also indexed by type of handicap. (DB)

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ED 077166

SELECTED CAREER EDUCATION PROGRAMS for the HANDICAPPED

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Education Division
OFFICE OF EDUCATION
BUREAU OF EDUCATION FOR THE HANDICAPPED

EC 052005

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ED 077166

SELECTED CAREER EDUCATION PROGRAMS FOR THE HANDICAPPED

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Elliot L. Richardson, Secretary

Education Division

S. P. Marland, Jr., Assistant Secretary

Office of Education

John R. Ottina, Acting Commissioner

Bureau of Education for the Handicapped

Edwin W. Martin, Jr., Associate Commissioner

December 1972

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FOREWORD

Career education and education for the handicapped have been recognized as two of the Nation's primary educational needs by S. P. Marland, Jr., Assistant Secretary for Education, in his recent statement of priorities:

(1) The development of a national goal to provide full educational opportunity for every handicapped child in this country by 1980.

(2) The provision of career education to all who can benefit.

This publication has been prepared to provide information about recently conducted projects and to encourage program planning and implementation of additional activities in both of these areas identified by Dr. Marland.

Programs and projects are presented in State order in this publication. The projects were selected by State personnel as representative within their own States of good practices in vocational education for handicapped persons. Included in the criteria for selection was the potential for project replication throughout the States. While all States did not choose to nominate projects for inclusion in this publication, those programs reported cover a broad range of vocational education activities as well as persons with widely differing handicapping conditions.

The programs and projects included herein are serving only a portion of the 205,000 handicapped persons who received vocational education services in 1971 under the provisions of the Vocational Education Amendments of 1968. Most handicapped persons being served were enrolled in local public school programs; some were in residential school programs and a small number were enrolled in centers which are sponsored by private, nonprofit organizations.

Handicapped students reported by these programs and projects are receiving career training in a wide variety of areas. As a result of this training, they are obtaining employment as office assistants, nurse's aides, motel workers, draftsmen, machinists, key punch operators, metal fabricators, construction workers, upholsterers, teacher aides, flower arrangers, automobile mechanics, bookkeepers, waitresses, cooks, service station attendants, countermen, baker helpers, dining room hostesses, secretaries, salesmen, cafeteria helpers, bricklayers, groundskeepers, appliance repairmen, and cosmetologists.

For additional information regarding any one of the programs or projects reported in this publication, inquiries should be directed to the person listed as "State Contact" for the program or project. Requests for information on the Vocational Education Act as well as national data on vocational education programs and activities may be submitted to Handicapped and Vocational Guidance Programs, Division of Vocational-Technical Education, Bureau of Adult, Vocational, and Technical Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202; or, Aid to States Branch, Bureau of Education for the Handicapped, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

KEY TO TYPES OF HANDICAPPING CONDITIONS:

C - CRIPPLED	MH - MULTIPLE HANDICAPPED
D - DEAF	MR - MENTALLY RETARDED
ED - EMOTIONALLY DISTURBED	OHI - OTHER HEALTH IMPAIRED
EMR - EDUCABLE MENTALLY RETARDED	SI - SPEECH IMPAIRED
HH - HARD OF HEARING	TMR - TRAINABLE MENTALLY RETARDED
LD - LEARNING DISABLED	VH - VISUALLY HANDICAPPED

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SELECTED CAREER EDUCATION PROGRAMS FOR THE

HANDICAPPED, BY STATE

A L A B A M A

STATE DIRECTOR OF SPECIAL EDUCATION: Clinton R. Owens

STATE DIRECTOR OF VOCATIONAL EDUCATION: J. F. Ingram

STATE CONTACT: J. Robert Hollis, Coordinator
Special Needs Programs
State Department of Education
State Office Building
Montgomery, Ala. 36104
Telephone: (205) 269-2920

Highview
Marshall County Board of Education
Guntersville, Ala. 35976

LOCAL CONTACT: Mary Jo Moore, Teacher

Type of Handicap: EMR

A secondary program to adequately train girls to be employable and placed in a wage earning occupation. Vocational training is given in sewing, institutional and home care, cosmetology, basic health services, and health skills.

Supportive services come from community service clubs, local merchants, industry, and individuals interested in the program.

This program is a joint effort utilizing the services of Alabama's Departments of Rehabilitation, Special Education, and Vocational Education.

Auburn High School
Auburn, Ala. 36830

LOCAL CONTACT: Dr. Wayne Teague, Superintendent or Dr. Eldon Johnson, Director of Instruction

Type of Handicap: EMR

This is a skill training program in masonry, small engine repair, welding, and electricity. The State's Departments of Mental Health, Vocational Rehabilitation, Special Education, and Vocational Education provide the supportive elements.

Skill training to develop salable skills has been a meaningful educational experience. A special stress has been the development of positive attitudes toward the world of work and the community.

Talladega Special Trade School
Talladega, Ala. 35160

LOCAL CONTACT: Mr. Fred Hugheston, Director

Type of Handicap: VH, D, MR

The basic objective of this program is to prepare handicapped students (ages 16 to 35) for employment in textile industries.

Coordination with vocational rehabilitation, adult education, local area school systems, and the local textile industries has been invaluable.

Materials of instruction and some equipment have been provided by industry.

An employment survey verifies jobs are available for all students completing training.

A R I Z O N A

STATE DIRECTOR OF SPECIAL EDUCATION: Joseph Passanella

STATE DIRECTOR OF VOCATIONAL EDUCATION: E. L. Dorr

STATE CONTACT: Steward Miller
Division of Vocational Education
Department of Education
412 Capitol Annex
Phoenix, Ariz. 85007
Telephone: (602) 271-5565

Arizona School for the Deaf and Blind
P. O. Box 5545
Tucson, Ariz. 85703

LOCAL CONTACT: Carl May,
Assistant Supervisor

Number of Students: 170

Type of Handicap: D, VH

This vocational training program was initiated at the Arizona School for the Deaf and Blind in September, 1970 as a result of a cooperative effort between the State Department of Vocational Education and the State Department of Vocational Rehabilitation, the Department of Rehabilitation for the Visually Impaired, and the University of Arizona Rehabilitation Center.

The program includes courses in printing, photography, landscaping, and horticulture. Upon completion of the program, graduates either seek employment or continue training in the field of their competence. Teachers and counselors representing all involved agencies evaluate individual student success and readiness for employment. Program success is evaluated by individual student achievement and job placement.

Of the recent graduates from the program who are now working, three deaf students are employed as upholsterers, and eight blind students are employed as teacher aides, pin setters, and employees in a nursery school, medical center, and sheltered workshop. Many more students are expected to be employed or in "on-the-job" training by the end of the present fiscal year.

Tucson District No. 1
P. O. Box 4040
Tucson, Ariz. 85717

LOCAL CONTACT: Bill Gordon
Coordinator, Vocational Special Education

Number of Students: 295

Type of Handicap: EMR

The State Department of Vocational Education provides funding for 18 adaptive education occupational programs in Tucson School District No. 1, serving 295 educable mentally retarded students. Specialized classes are conducted at Cholla, Howenstein, Pueblo, Saharo, and Tucson high schools. On a selective basis, 117 students are enrolled in integrated vocational classes with regular students.

Specialized classes include occupational business training, occupational home economics, and trade and industry training. Integrated vocational classes provide occupational training in welding, bookkeeping, marketing, graphic arts, clerical activities, auto mechanics, general metals, home economics, woods, general business, horticulture, and recordkeeping.

General education is provided by special education teachers, who cooperate with vocational teachers in developing specialized curriculum for the occupational courses.

Evaluation is based on individual students's progress in the program. Comprehensive education is provided by services of the University of Arizona. The Department of Vocational Rehabilitation provides medical services, counseling, and job placement for students in the program. On-the-job followup is provided by school personnel.

Eight-nine percent of the graduated students are successfully employed in Tucson businesses and industries.

University of Arizona
Vocational Training Center
University of Arizona Rehabilitation
1034 East Adams St.
Tucson, Ariz. 85719

LOCAL CONTACT: Don Fila
Coordinator of Vocational Services

Number of Students: 150

Type of Handicap: EMR

This program is designed to create better work attitudes through actual work settings for educable mentally retarded students. Intensive individual counseling helps the student-worker develop interpersonal relations conducive to successful employment.

The Vocational Training and Education Center is set up with equipment in actual business or industry layout. Vocational teacher-supervisors teach, assign work and evaluate student's progress in the relationship a student may expect in actual work situations. Simulated work situations provide the student with an opportunity to develop understanding of work requirements as well as human relations requirements he will be expected to meet in the world of work.

Work-experience training is provided in: wood shop, metal shop, home economics, clothing, home management, and occupational business education. Innovative team teaching methods allow individual students to move through the program at their own learning pace.

The following agency responsibilities are shared:

The State Department of Vocational Education provides funding for vocational equipment and vocational teachers' salaries.

The State Department of Vocational Rehabilitation provides supplies as well as counselors responsible for employability plans and job placement for students. It cooperates with Tucson school districts in referring students for evaluation and for training at the center.

The University of Arizona Rehabilitation Center provides evaluation of students referred to the Training Center.

Tucson School District No. 1 and Amphitheater School District refer 11th grade students to the Training Center, and provide transportation for center students when necessary.

The Vocational Training and Education Center is administered by a vocational coordinator who is appointed by a policy committee composed of representatives from all of the involved agencies.

As of December 1972, over 400 students had been trained in this program and 95 percent had been placed on jobs.

Eastern Arizona Training Center
Box 1467
Coolidge, Ariz. 85228

LOCAL CONTACT: John Harrington, Vocational Education Coordinator

Number of Students: 32

Type of Handicap: MR

Thirty-two mentally retarded students who had been institutionalized for an average of 5 years, and some for as long as 12 years were selected for enrollment in this project as a result of testing and indepth interviews. The ultimate purpose of the project is to help these students and others like them who would otherwise be destined to live in an institution, to become self-sustaining citizens capable of maintaining themselves in community life.

Vocational classes are being provided in the areas of agriculture, home economics, and trade and industry. Through counseling, evaluation, job placement, and followup, the vocational teachers are providing each student with the maximum opportunity to progress at his own rate, to the fullest extent of his capabilities.

Academic instruction focuses on the total learnings required for a student's successful employment. Since many of the students were found to be lacking the interpersonal relations skills required for community living, these are included in the course of study, along with instruction in employer's expectations, and attitudes for job-getting and job-keeping.

An assessment of the progress made thus far by the students originally enrolled reveals that a total income of $4,280.00 has been earned; and that 11 students are in fulltime community training or employment, 10 in part-time employment, seven have been referred for placement in the community or returned home; and five have received commitments for employment in the immediate future.

A R K A N S A S

STATE DIRECTOR OF SPECIAL EDUCATION: Tom J. Hicks

STATE DIRECTOR OF VOCATIONAL EDUCATION: J. Marion Adams

STATE CONTACT: Raymond Faucette
Vocational Education Programs for the Disadvantaged and Handicapped
State Department of Education
Little Rock, Ark. 72203
Telephone: (501) 371-2374

Arkansas Children's Colony
Alexander, Ark. 72002

LOCAL CONTACT: Jim E. McCurry
Director of Vocational Education

Number of Students: 136

Type of Handicap: TMR

This program is designed to develop the skills for semi-independent living within the most capable trainees. This includes the building of individual self-sufficiency in community and home settings. The program provides training in use and care of tools and materials, acquaints trainees with rudimentary assembly line techniques, and strives to develop positive attitudes toward work and appreciation for and pride in good workmanship. These trainees are chosen by the director, counselor, and instructors through a thorough evaluation of social attitudes, functional ability, and physical and performance abilities.

The instruction areas which are offered are: kitchen and laundry aide training, custodial training, vocational adjustment, and sheltered workshop activities.

The most successful project has been that of candle-making. Many attempts were made to secure contracts for packaging, sorting, and assembling. Since the colony cannot enter into direct competition with business firms, the Meadowcliff Garden Club agreed to sponsor the candle project and make the sales. This project has used more than two tons of wax since March, 1971. Currently the program has included other craft items production.

Evaluations of trainees at both pretest and posttest levels are made by the instructors in each specific area. Each trainee is rated by a check-sheet type evaluation which is administered at least five times annually.

Arkansas School for the Deaf
2400 West Markham St.
Little Rock, Ark. 72209

LOCAL CONTACT: Wilbur Mosier,
Vocational Director

Number of Students: 239

Type of Handicap: D

The vocational orientation program leads to assignments in full time vocational training in graphic arts, cabinet making, cleaning and pressing, shoe repair and leathercraft, drafting and mechanical drawing, welding, machine shop, office occupations, and data and key punching.

Students are placed in on-the-job training situations during their senior year, or the year thereafter. The placement coordinator and counselor work closely with the employee and employer for as long as is necessary. The coordinator acts as advisor to the student in matters relating to the job and everyday living.

The school works closely with an advisory committee and with the State's Employment Security Division to keep the training program current with the employment needs of the community.

Metropolitian High School
7701 Scott Hamilton Drive
Little Rock, Ark. 72209

LOCAL CONTACT: Robert B. Wright,
Vocational Work Experience
Coordinator

Number of Students: 53

Type of Handicap: EMR

Handicapped students in the work experience program are given an exploratory program in the 10th grade, and attend academic classes and shop or on-the-job training on a half-day basis in the 11th and 12th grades. They receive regular diplomas and vocational certificates upon completion of training.

Efforts are made to relate classroom instruction to practical situations. For example, the subject of math is applied to budgets, wage and hour, time payments, checking, and savings accounts, and income tax returns. Improvement of reading skills is related to filling out applications.

A followup report shows graduates of this program are now employed as: warehouse laborers, metal fabricators, parts runners for wholesale auto parts, construction laborers, helpers on softdrink delivery trucks, and industrial laundry workers.

Parkview High School
Little Rock, Ark. 72203

LOCAL CONTACT: Margaret Bratton
C. C. E Coordinator

Type of Handicap: ED

Coordinated Career Education, a cooperative vocational program for the special needs student, is geared to individuals and their immediate needs in relation to future success. The program includes a combination of vocational and modified academic instruction that provides the dual educational opportunities of acquiring a marketable skill in addition to practical application in daily life situations.

The academic lessons, taught in the morning, are related to daily living skills and selection of occupations. In the afternoons, the students are employed in actual job experiences or are enrolled in other vocational schools in skill training programs.

Hot Springs Rehabilitation Center
Hot Springs, Ark. 71901

LOCAL CONTACT: Ervin Hodges,
Administrator

Type of Handicap: MR, OHI

Vocational education funds made possible through a cooperative agreement with the State Department of Education have enabled the Hot Springs Rehabilitation Center to add four vitally needed training areas to its program; enabling it to:

1. Increase the number of handicapped persons being prepared for the world of work.

2. Increase the vocational adjustment and skill training of the handicapped.

3. Afford a more comprehensive and coordinated program between vocational education and rehabilitation.

Each of the courses allows for individual instruction and the student progresses at his own speed. The student is graduated when he completes the class requirements and meets the skill level established for the course. Students are trained in the use of the most up-to-date equipment and they work on actual jobs. Local on-the-job placement is sought for each student a month before he graduates. This procedure permits an evaluation of the student's performance in an actual job setting. If weaknesses are discovered in performance or work habits, additional training is provided in those areas.

Vocational adjustment training is continuous throughout the student's training program. The training is a team effort involving the center counselor case manager, master counselors, psychologists, work adjustment counselors, and instructors. During the evaluation process, if it is determined that the student lacks entry level work habits, work tolerance, or emotional stability required for effective training, he or she is sent to a work adjustment center for training those areas.

At the work adjustment center the student performs assembly line-type work, closely supervised by a work adjustment counselor, and is concurrently provided psychological counseling by either a Center counselor, master counselor, or a psychologist. The student functions in this situation until the work attitude and behavior reach a level acceptable for enrollment in the appropriate training program.

After the student's enrollment in the program, vocational adjustment continues to be stressed. The instructor strictly enforces work standards, promptness, and other matters. A high standard of personal grooming is required and vocational orientation is provided on making job application, interviews, payrolls, labor organizations, and other matters the student might encounter as an employee.

CALIFORNIA

STATE DIRECTOR OF SPECIAL EDUCATION: Leslie Brinegar

STATE DIRECTOR OF VOCATIONAL EDUCATION: Wesley P. Smith

STATE CONTACT: L. Wayne Campbell
Coordinator of Program Development
Vocational Education for the Handicapped
Division of Special Education
Sacramento, Calif. 95813
Telephone: (916) 445-4036

Fullerton Union High School District
211 West Commonwealth
Fullerton, Calif. 92632

LOCAL CONTACT: Walter A. Retzlaff, Specialist, Exceptional Pupil Services

Number of Students: 185

Type of Handicap: EMR, C, OHI

Project Worker. This is a work study program for mentally retarded, educationally and orthopedically handicapped students, developed under title VI-B, Education of the Handicapped Act, and also funded through local, State and other Federal resources, including the Vocational Education Amendments.

The purpose of the project is to equip the handicapped worker with skills which are needed by prospective employers. The project is based upon a philosophy of providing the "optimum" to handicapped students.

A work experience counselor solicits local community businesses for participation in Project Worker. After acceptance, the counselor surveys for suitable job stations. When the work station is selected, the work experience counselor writes a job analysis consisting of the following items: aptitude profile, interest rating, temperament conditions, working conditions, physical requirements, job description, and task analysis.

A unique aspect of Project Worker's training plan is to videotape work stations in industry, showing the work performed in great detail. The videotape reels are edited, narrated, and distributed throughout 19 different classes at eight campus locations. A full-time educational television technician works maintaining a bank of videotapes which are available for use by the individual teachers within the district.

Since handicapped students usually learn more quickly by a "hands on" example rather than by abstractions, a mockup or simulation of the actual work station is created in the school. After an initial orientation period, the student learns to apply what is on the videotaped program to the requirements of the simulated work station. When the teacher sees that the student is performing

on a level commensurate with that demonstrated on the videotape, the teacher videotapes the student performing tasks on the mockup. This tape is then taken to the employer to observe the student on television. If Project Worker accomplishes its goal, the employer will request that the student come in and be interviewed for the position. After placement, the student is closely supervised on the job, and the work-experience is integrated into the school curriculum.

Thirty-one companies presently participate in Project Worker. Among these are both regular and drive-in restaurants, service stations, motels, a supermarket, a department store, a manufacturer of business forms, radiator service, tire sales, an engine rebuilder, a marble company, and a manufacturer of medical and chemical instruments. Among the many job stations available to the students are assembler, waitress, dining room hostess, maid, bakery helper, mold maker, nurse's aide, service station attendant, secretary, engine mechanic, cook, and counter man.

Santa Cruz County Office of Education
701 Ocean St., Room 200
Santa Cruz, Calif. 95060

LOCAL CONTACT: Richard D. Struck, Director, Programs for Exceptional Children and Pupil Personnel Services

Number of Students: 15

Type of Handicap: VH

Santa Cruz County encompasses a rural area, necessitating a strong county program to provide services which are not available to the handicapped at the local level. Educational services are provided for all handicapped minors through cooperative arrangements with local school districts and surrounding counties.

One program provided by the county is the Vocational Skills Training Program for Blind Students, a combined effort of five counties, including San Mateo, Santa Clara, San Benito, Monterey, and Santa Cruz, cooperating to provide the integration of visually handicapped pupils into existing vocational programs. The program is supported with county, State and Federal funds.

The program provides a vocational skills training and counseling for visually handicapped pupils enrolled in grades seven through 14. Objectives are: (1) to provide 100 percent of all eligible visually handicapped pupils attending the public and private schools in the five counties with an opportunity to participate in ongoing vocational education programs; (2) to provide inservice training for the vocational education instructors so they will have an understanding of the capabilities of the visually handicapped student and also acquire the skills and attitudes which are part of effective curriculum planning and instruction of these pupils; (3) to provide the specialized equipment and supplies needed by the students as they progress from the use of simple hand tools to the use of power tools, office equipment, and major kitchen appliances; (4) to provide the pupils enrolled with vocational counseling, program planning, work experience, and supervision; (5) to provide job placement services for those terminating their educational program.

The students may participate in the areas of trade and industry, home management, business, and distributive education. The work experience aspect of the program provides the students with off-campus work experience in the area they have chosen.

Grossmont Union High School District
Murray Drive, P. O. Box 1043
La Mesa, Calif. 92041

LOCAL CONTACT: Ronald R. Blazovic, Director, Special Education Programs

Number of Students: 190

Type of Handicap: EMR

This high school district is located outside of San Diego. Served by a number of elementary schools, it provides special education programs and services to trainable mentally retarded, educable mentally retarded, educationally handicapped, drug dependent or orthopedically handicapped students. Activities include a sheltered workshop experience, work-study training, work experience education, neighborhood youth corps opportunities, vocational education, guidance and counseling, job sampling, and on-the-job training and placement.

Program objectives are to prepare students for successful competition in the world of work by integration into regular programs where feasible, or by implementing new programs and services to fit the needs of the students, to develop acceptable personal and vocational traits, such as attitudes, social maturity, and vocational skills by actual job placement. The program has been in operation for many years, and has served as a basic model for many programs throughout the State. The district utilizes funds from many sources including local, State, and Federal. The program involves extensive cooperation with parents and community employers.

One part of the overall project is the "Work Experience Program for Educable Mentally Retarded Students." Through this program, special education services are provided on the Grossmont High School campus for educable mentally retarded students of high school age. The central district office is located on this campus, and, together with the high school, provides a large variety of work experience stations for these students. Included among these stations are: cafeteria, district warehouse, district bus garage, district duplicating office, nurse's office, district data processing (stock room), grounds station, custodial and maintenance office, special education office, district personnel office, youth employment office, and district public information office. A work experience coordinator arranges for placement of the students in both on-campus and off-campus jobs. He also is responsible for contacting possible places of employment, and placement of the students in permanent positions upon completion of training. The students are assigned to work stations when they reach their junior year. They try approximately five work stations before graduation. Other features of the program include integration into regular classes when possible, and also integration of regular students into special classes.

Followup contact has been kept with the students for at least 2 years following graduation.

COLORADO

STATE DIRECTOR OF SPECIAL EDUCATION: David Miles

STATE DIRECTOR OF VOCATIONAL EDUCATION: M. G. Linson

STATE CONTACT: Chiyo Horiuchi, Consultant
Work Experience and Study Programs
State Department of Education
State Office Building
Denver, Colo. 80205
Telephone: (303) 892-2727

Pikes Peak Board of Cooperative Services
Colorado Springs, Colo. 80906 (BOCS)

LOCAL CONTACT: Dr. Lewis Abbott,
Director of Special Education

Number of Students: 48

Type of Handicap: EMR

This work-experience-and-study program is designed to meet the needs of mentally retarded high school students in several small districts in the Colorado Springs area. It is administered by the Pikes Peak Board of Cooperative Services and funded by the Colorado Department of Education, State Board for Community Colleges and Occupational Education, Social Services Department, Division of Vocational Rehabilitation, and the local school district.

Students from six out of 17 districts in the Pikes Peak BOCS (Harrison District 2, Widefield District 3, Fountain District 8, Cheyenne Mountain District 12, Manitou Springs District 14, Air Force Academy District 20) are picked up for a half-day of classes. Besides special education classes which cover English, occupations, work attitudes, and driver training, students are integrated into art, electronics, home economics, and drafting classes. Student-aides from the regular classes, as volunteers, help the special education class.

For juniors and seniors, the second half of the day is spent in a work-station, through which the work coordinator determines what job may best suit the student. A work study coordinator and a vocational rehabilitation counselor cooperate in counseling and placement. The senior year is spent on a job in which, hopefully, the student will be able to become gainfully employed.

Alamosa High School
Alamosa, Colo. 81101

LOCAL CONTACT: Sam Lincoln
Coordinator

Number of Students: 38

Type of Handicap: LD

The primary objective of this program is to provide handicapped youths who are not succeeding within the regular high school curriculum with meaningful educational experiences through:

(a) A series of supervised, on-the-job work experiences in local business and industry which will provide them with the necessary work habits and skills to enable them to become employable.

(b) A functional curriculum and individual instruction within the high school which will enable participating students to learn to become economically efficient, independent persons within our society.

(c) Related training in health, cleanliness, home care, and other personnel skills which are necessary to normal living and occupational success.

In a small rural Colorado high school of 505, where there are many Chicano students, interest is kept high with projects in the Ecological Geodesic House, and in such activities as making ping pong tables for use in the high school. This program is funded by the Colorado Department of Education, the State Board for Community Colleges and Occupational Education, and the Department of Social Services, Division of Vocational Rehabilitation.

East High School
Denver, Colo. 80205

LOCAL CONTACT: Theodore White, Jr.
Director of Special Education

Number of Students: 12

Type of Handicap: HH

This program began in September of 1970. Prior to February 1971, the hard-of-hearing participated in the work-study program only on a referral basis to the work-study office. All requests for vocational placement or training were referred to the work-study office, and each individual case was assigned to a vocational counselor.

Since the second semester of the school year 1971-1972, a teacher was assigned as full-time work-study teacher. Now, because of the various academic backgrounds and unique problems in the aurally handicapped area, a definite emphasis is placed on vocational programing for each student.

As a result of this program, sophomores of the school are in inschool work situations; juniors have two work-training stations: Golden Cream Doughnuts, and Locust Street Conoco Station; and the two senior students are at

the Emily Griffith Opportunity School in radio and television repair and chef's training; while one student is at school in the morning and at the Air Force Finance Center in the afternoon.

This program is being expanded to include students who are on an itinerant program throughout other high schools.

C O N N E C T I C U T

STATE DIRECTOR OF SPECIAL EDUCATION: Francis A. McElaney

STATE DIRECTOR OF VOCATIONAL EDUCATION: Joseph F. Murphy

STATE CONTACT: Errol J. Terrell, Chief
Bureau of Vocational Services
State Department of Education
P. O. Box 2219
Hartford, Conn. 06115
Telephone: (203) 566-2572

Oak Hill School
Connecticut Institute for the Blind
120 Halcomb St.
Hartford, Conn. 06112

LOCAL CONTACT: Lawrence F. Campbell
Project Coordinator

Number of Students: 31

Type of Handicap: VH

This work experience program provides instruction in the vocational areas of business education and industrial education. The program is divided into four phases, including vocational education; personal-vocational adjustment training; work activity and work training; and extended employment and placement.

Phase I: Vocational Evaluation. During this phase, each student's potential for vocational rehabilitation and development is assessed by means of actual and simulated work situations. Evaluation of such factors as attitudes toward work, reaction to supervisor, attention span, relationship to co-workers, and self-concept is made and integrated with such factors as family background, educational-vocational history, and psychological test results.

Previous experience has indicated that a major difficulty facing many of the students has not been the inability to learn specific tasks, but rather the inability to adjust to a work setting and exhibit characteristics required of a worker. To remedy this difficulty, students are placed in actual work situations in inplant centers, based upon results of vocational psychological tests at work-simulated tasks. Here, they have the advantage of being exposed to actual physical plant industrial standards and demands. They are evaluated on such factors as persistence, ability to absorb pressure, neatness, concentration, and acceptance of regulations.

Phase II: Personal-Vocational Adjustment Training. The objective of this phase is to build tolerance and work habits such as persistence, neatness, and concentration. Personal adjustment in such areas as personal grooming and relationship to co-workers and supervisors is also stressed.

Initially, this phase is conducted within the school setting. As the student's personal adjustment improves, occupational orientation is increased and gradually progresses to a mere structured environment similar to that found in competitive industry. Within the separate inplant centers, subcontract and other work is performed with the supervisor noting progress and submitting regular reports.

Phase III: Work Activity. This phase is designed for students who will eventually be engaged in minimal sheltered employment. Instruction is provided in simple and routine tasks. Evaluation is done on tolerance, attention span, and attitudes. Other aspects of the work program are introduced gradually, depending upon individual student progress.

Phase IV: Work Training, Extended Employment, and Placement. The work training aspect of this phase consists of 3 stages: 1) General skills training in basic skills such as counting, telling time, punching time cards, et cetera; 2) specific skills training in skills which would cut across a number of similar jobs; and 3) job training involving specific tasks for a specific job includes on-the-job training.

Twenty-one agencies, businesses, and industries assist the Oak Hill School with this program.

Mansfield State Training School
Route 44-A - Box 51
Mansfield, Conn. 06251

LOCAL CONTACT: Mr. Frank Enright
Supervisor of Placement and Training

Number of Students: 20

Type of Handicap: MR

This is a vocational training program for both resident and nonresident mildly and moderately retarded persons in a variety of semiskilled and unskilled entry level jobs in dry cleaning and laundry establishments. A model, small job dry cleaning plant has been established at the school to train clients in specific dry cleaning and laundry skills as well as general work attitudes. Upon completion of the 6 months training program, on-the-job placements at dry cleaning establishments in the surrounding communities are utilized on a day basis with full-time community placement being the eventual goal for the trainees.

A specialized curriculum is utilized which is based on the initial training experiences of participants to date. The selection of clients is conducted by a rehabilitation team consisting of vocational counselors from the Division of Vocational Rehabilitation and staff representatives from the Department of Social Service, Psychology, and Education at the training school.

The school has utilized the services of a number of agencies in developing this program. The Division of Vocational Education, and the Department of Pupil Personnel Services have been especially helpful. The superintendents of schools in the surrounding communities have also been essential in identifying prospective clients in public school special education classes.

George J. Penny, Jr. - Senior High School
869 Forbes St.
East Hartford, Conn. 06118

LOCAL CONTACT: Judith A. McDonough
Work Experience Coordinator

Number of Students: 25

Type of Handicap: EMR

This two-fold program includes work experience in the school, within the system and out in the community, as well as business and office skills taught within the school to small groups of handicapped youths.

Students whose future goals might include some office skills are selected for the business education phase, where they are taught such skills as typing; use of the spirit duplicator, mimeograph, and offset press; collating; stapling; folding; inserting; weighing letters and packages; use of the mailing machine; photocopying; and use of the embosser and addressoprinter.

In the work experience phase, students are counseled individually and placed on several different job stations both in and outside of the school in order to determine the best future placement. Each student is observed at least every other week and a written evaluation is made by the student's supervisor and the coordinator each month.

Several Connecticut agencies have cooperated in furthering this program: The Bureau of Pupil Personnel Services, the Bureau of Vocational Services, the Division of Vocational Rehabilitation, the Office of Mental Retardation, the Connecticut State Employment Service, the Hartford Regional Center, and the Goodwill Industries.

D E L A W A R E

STATE DIRECTOR OF SPECIAL EDUCATION:	STATE DIRECTOR OF VOCATIONAL (Career: Education
None	Dr. Daniel E. Koble

STATE CONTACT: Dr. Daniel E. Koble, State Director of Vocational Education
Department of Public Instruction
John G. Townsend Building
Dover, Del. 19901
Telephone: (302) 678-4638

Sterck School for Hearing Impaired
Chestnut Hill Road and Cherokee Drive
Newark, Del. 19711

LOCAL CONTACT: Mr. Paul Rudy, Principal

Number of Students: 133

Type of Handicap: Deaf

Sterck School for the Hearing Impaired, located in Newark, Del., is the Delaware State School for the Deaf. Since its beginning in 1966, the school has made every effort to extend its services and instructional programs to all hearing impaired persons in Delaware.

One of the six programs offered is devoted exclusively to a modified secondary school program which includes instruction in career areas such as woodwork, electronics, and graphic arts. The program known as the Career Development Occupational Program for the deaf provides for on the job placement of students.

Each student undergoes a period of evaluation which concludes with a decision as to whether the pupil should concentrate in an academic or vocational program.

F L O R I D A

STATE DIRECTOR OF SPECIAL EDUCATION:
Landis M. Stetler

STATE DIRECTOR OF VOCATIONAL EDUCATION:
Carl W. Proehl

STATE CONTACT: Thomas C. Swift
Department of Education
Tallahassee, Fla. 32304
Telephone: (904) 599-5121

Orange School District
Orlando, Fla. 32802

LOCAL CONTACT: Mr. Hugh Capers, Supervisor, Adult Distributive Education
Orange County Schools,
Orlando, Fla. 32802

Number of Students: 100

Type of Handicap: MR, OHI, ED

The objective of this program is to prepare handicapped adults for employment in distributive occupations.

The ADE Program is a joint cooperative undertaking between the Adult Distributive Education Department of the Orange County School District and the Goodwill Industries of Orlando. Other agencies involved in the project include Vocational Rehabilitation, Veterans Administration, Bureau of Blind Services, State Employment Service, Bureau of Family Services, Church Service Bureau, and Mid-Florida Center for Alcoholics. Federal, State, and local funding sources accrue from participating agencies.

Facilities of Goodwill Industries are utilized to provide preemployment training to approximately 100 persons who have various mental, physical, or emotional handicaps.

Needs, interests, and capabilities of each trainee are initially assessed through a preemployment training phase to determine the most suitable job-related training program. Training is offered in sales, warehousing, production and repair, stocking and unit control, and cashier-checking to prepare trainees for job placement in the competitive labor market.

Evaluation is on a continuous basis, and ultimately will be measured in terms of the success of handicapped adults in acquiring and holding jobs in the competitive labor market.

Pinellas School District
Clearwater, Fla. 32517

LOCAL CONTACT: Mrs. Ruth Hudson
Coordinator for Resource Center
Model

Number of Students: 300

Type of Handicap: MR, OHI, ED

The overall objective of this program is to provide a composite of programs, services, and activities to expand and improve vocational education opportunities for the handicapped in the Pinellas School District.

The center combines the resources of Vocational Education, Exceptional Child Education, and Vocational Rehabilitation to identify handicapped persons; provide medical and psychological services; make referrals; provide an interdisciplinary approach to meeting educational and rehabilitative needs through vocational education, basic education, guidance and health services; and furnish transportation to handicapped as needed for access to programs, services, and activities.

The persons served by the resource center are in-school and out-of-school youth and adults with one or more identified handicapping characteristic such as mental retardation, physical impairments, and emotional disorders. Approximately 300 handicapped persons were served during FY 1971-1972.

Each program, service, and activity of the model has specific, achievable and measureable objectives. Evaluation is conducted on a continuous basis to determine the degree of student achievement, operational and organizational efficiency. Effectiveness of instructional programs and related services provided to assist handicapped persons succeed in training and subsequent employment is also an integral part of the evaluation process.

Dade County Public Schools
Miami, Fla. 33867

LOCAL CONTACT: Ray Chaffins, Coordinator for Handicapped, Miami Dorsey Skill Center, Miami, Fla. 33867

Number of Students: 86

Type of Handicap: VH, D, OHI, LD, MR

This extensive program for handicapped persons was operated for 6 weeks in the summer of 1971. Its purpose was to provide prevocational training to handicapped secondary school students. The students were provided course offerings in diversified mechanics, arts and crafts, poise and body development, personal management (designed especially for the deaf and blind), and woodshop.

Blindness, deafness, orthopedic disorders, learning disabilities, and mental retardation were handicapping impairments of the 86 students enrolled in the special programs.

State and Federal funds were obtained by special grants and combined to provide a program conducted by 16 teachers and eight teacher aides.

The program was evaluated by staff of the Dade County School System and the Florida Department of Education using student achievement of stated objectives as the evaluative design.

I D A H O

STATE DIRECTOR OF SPECIAL EDUCATION: John F. Comba

STATE DIRECTOR OF VOCATIONAL EDUCATION: Roy D. Irons

STATE CONTACT: Janet Latham, Supervisor
Programs for the Handicapped
Department of Vocational Education
518 Front St.
Boise, Idaho 83702
Telephone: (208) 384-3216

Jefferson Junior High School
Caldwell Public Schools
Caldwell, Idaho 83605

LOCAL CONTACT: Darrel Diede
Principal

Number of Students: 53

Type of Handicap: LD, EMR

The purpose of Project PAL (Pre-Vocational Assessment Laboratory) is to develop realistic occupational goals for 14-16-year-old boys. A facility with eight assessment stations provides the students with occupational exploration experiences in areas including small engine repair, bricklaying, appliance repair, janitorial work, ground care, and business machines.

Project REACH (Relevant Experiences in Assessment for Consumers and Homemakers) is a similar type of program, oriented toward girls. The purpose here is to provide the prevocational services necessary to afford a smooth transition from school to part-time or full-time employment in the community. The curriculum consists of home economics and business machines.

The STEP Program
Moscow Public Schools
Moscow, Idaho 83843

LOCAL CONTACT: William Greene,
Director

Number of Students: 26

Type of Handicap: EMR; OHI; LD

The basic objective of this program is to give handicapped secondary school students orientation and training under laboratory conditions so that they can better approach the world of employment with the awareness and skills for self-sufficiency. To accomplish this, a program of simulated work stations, sheltered hands-on experience and part-time work in the community has been designed. This training augments the resource room model which builds basic skills. The work simulation stations include a painting station which has been redesigned. Called finishing technology, this station consists of furniture refinishing, interior and exterior

painting, and wall board installation and repair. Another station is concrete technology which covers concrete and masonry basics, form construction and a team project. Another is carpentry which covers basic carpentry and team projects. Garage service includes service station work, lawn mower maintenance, and auto body repair. Grounds maintenance includes lawn maintenance, planting, nursery work, and pruning. Homeowners maintenance encompasses laundry, cleaning, appliance repair, electricity, plumbing and glazing. Additional units are planned in upholstering and food service work.

Included in the prevocational experiences for all students are a modified typing class, a living skills class, and a modified physical education class. The school has provided for a special diploma to be given to the handicapped students who meet the special requirements designed for them.

The PASS Program
Boise School District #1
Boise, Idaho 83702

LOCAL CONTACT: George King, Director
Vocational Education

Number of Students: 18

Type of Handicap: EMR

This summer program of prevocational multioccupational experiences provides self-survival skills training job orientation, and orientation of students toward realistic occupational goals. Students were grouped into three sections and rotated through three areas: horticulture, home living skills and home mechanics. Within the 6-week period, each group had experienced each subject area one-half day each day for 21 weeks. As a result of the program, six of the students enrolled have some part-time employment. The program appears to provide an important link between existing programs in the present school structure and service agencies such as Vocational Rehabilitation, and others. The outgrowth of the program is a full-time prevocational program for handicapped students in the Boise School System for students from all of the junior and senior high schools.

ILLINOIS

STATE DIRECTOR OF SPECIAL EDUCATION: David Donald

STATE DIRECTOR OF VOCATIONAL EDUCATION: Sherwood Dees

STATE CONTACT: Bernard Quigley
Head Consultant Disadvantaged and Handicapped
Department of Vocational Education
405 Centennial Building
Springfield, Ill. 62706
Telephone: (217) 525-4870

Tri-County Special Education Cooperative
1101 North Park
Bloomington, Ill. 61701

LOCAL CONTACT: John Landis, Coordinator, Programs for Handicapped and Disadvantaged

Number of Students: 96

Type of Handicap: EMR

This cooperative special education system serves the counties of McLean, Logan and DeWitt, providing a variety of programs from K-12, to 30 school districts. according to the needs of students in the individual schools. Thus, in urban Bloomington, handicapped children are provided a range of services from regular academic programs with special educational support in tutoring, materials and teacher consultations, to cooperative vocational education; while in rural LeRoy, handicapped students in the junior-senior high school are provided academic instruction and prevocational and vocational training that are oriented toward life and work in a country community. Two vocational centers supplement the schools, and two sheltered workshops serve children unable to be placed in outside employment.

The objective of this program is to provide physically, mentally and socially disabled students who are vocationally handicapped with a variety of prevocational activities designed to prepare them for productive involvement in the community.

Specific goals of the cooperative are: (1) To coordinate planning between special education, vocational rehabilitation , and vocational and technical education personnel; (2) to identify vocationally handicapped children while still in school; (3) to develop feasible rehabilitation plans for each such student; (4) to develop a realistic curriculum to meet such students' individual needs; (5) to develop intraschool and community work experience opportunities; (6) to coordinate the placement activities of the three cooperating funding programs in (1); (7) to develop cooperative followup procedures among the three programs in (1) above.

The 65 students in the program spend their mornings in academic and prevocational subjects in school, and afternoons at work stations, which include auto body, beauty shops, speciality shops, hospitals, dry cleaners, cafeterias, florists, bowling alley, and grocery stores. The total time spent on-the-job is 15 hours per week. Freshmen start with on-campus jobs before being assigned to training stations in the community.

Students earn a regular high school diploma upon completion of training.

Ninety-eight percent of the students obtain and hold jobs. Formal employer evaluation is a stabilizing and corrective device. Videotapes are made of the students in work situations to be used as a teaching, self-criticism, and class critique tool. Students are holding their own against competition for employment, and their job holding record is high.

Ogle County
Special Education Cooperative
Oregon, Ill. 61601

LOCAL CONTACT: Bob Brooks, Director

Number of Students: 85

Type of Handicap: EMR

This special education cooperative program serves 11 rural school district in 12 class centers. The activities designed to meet the program's goal of permanent employment of its graduates comprise academic, work-related, vocational classes, a work-study program, and a sheltered workshop, for 85 junior and senior high school students, aged 13-21.

The program enjoys a cooperative funding agreement between the local school districts, State Departmnt of Special Education, Division of Vocational Rehabilitation, and the Division of Vocational and Technical Education. Two local mental health agencies, the county law enforcement agencies, county probation offices, county and district courts, the local parents' clubs, community services agencies, and businesses and industries, have banded together to provide further support in funds, "in-kind" or in services. From these sources have come a building and site for the Village of Progress (the sheltered workshop), community activities especially organized for the handicapped, community surveillance of the welfare of these children, and warm acceptance and cooperation in job placement. The local industries have contracted with the sheltered workshop to provide paid work for the students.

K A N S A S

STATE DIRECTOR OF SPECIAL EDUCATION: James E. Marshall

STATE DIRECTOR OF VOCATIONAL EDUCATION: John E. Snyder

STATE CONTACT: Wilbur A. Rawson, Supervisor
Exemplary and Special Needs Programs
State Department of Education
Division of Vocational Education
120 East Tenth St.
Topeka, Kans. 66612
Telephone: (913) 296 - 3951

Salina Vocational Technical School
Salina, Kans. 67401

LOCAL CONTACT: Don Jernberg, Director

Number of Students: 100

Type of Handicap: EMR

This special vocational program is designed to evaluate educable mentally retarded students and provide them skill training and supervised experience on-the-job. The area vocational technical school is to be used for skill training through special assistance and special curriculum materials. The program has open entry, open exit. Four occupational areas are being used. There is a potential enrollment of 100 students on a statewide basis of selection. The program is coordinated and funded under part B, Education of the Handicapped Act, with the help of resources from vocational rehabilitation, welfare, and special education. Plans for adult training are being made.

Trades Program
Lawrence High School
Lawrence, Kans. 66044

Local Contact: Max Stalcup

Number of Students: 100

Type of Handicap: EMR

Trades is a special vocational program designed as storefront education for students with low ability and other handicaps that prevent success in the "track type" education. The program has coordinated work experience in a variety of occupations. 100 students are enrolled. Trades is funded by Special Education, Exemplary, and part B set-aside funds.

Johnson County Community Junior College
6811 W. 63rd
Shawnee Mission, Kans. 66202

Local Contact: Harold L. Finch

Type of Handicap: HH

This is a planning grant to develop programs for the hearing impaired on a statewide basis in the occupational areas of accounting, commercial art, data processing, drafting, retail sales, and typing/secretarial.

Coordination on this project is with the State School for the Deaf, and the State Departments of Special Education, Vocational Education, Vocational Rehabilitation, and Welfare.

KENTUCKY

STATE DIRECTOR OF SPECIAL EDUCATION:
Stella A. Edwards

STATE DIRECTOR OF VOCATIONAL EDUCATION:
Carl F. Lamar

STATE CONTACT: Donalie Stratton
Assistant Director of Special
Vocational Education Programs
State Department of Education
Bureau of Vocational Education
Frankfort, Ky. 40601
Telephone: (502) 564-4286

Jefferson County Area Vocational
School
3101 Blue Bird Lane
Jeffersontown, Ky. 40299

LOCAL CONTACT: Dr. Charles Aebersold
Vocational Guidance Counselor
Jefferson County Regional Vocational
Education Programs

Number of Students: 40

Type of Handicap: D

Vocational Printing and/or Business Office Program for the Deaf.

The purpose of this program is twofold: (1) To provide learning opportunities in reading, mathematics, and personality development; (2) to develop skills, techniques, and knowledge in specific occupational areas (printing or business-office).

Specific objectives as stated in the program are: "(1) Given the opportunity of individual instruction and training in a learning experience laboratory, each student will increase his accuracy and speed in reading, vocabulary and problem solving, at least one grade level in 7 months. (2) Given the opportunity to view filmstrips, movies, and demonstrations pertaining to personality development, the student will, over a period of 1 year, show by his attitude, behavior, etc. that he has developed additional positive traits that will help compensate for his handicap. (3) Given the opportunity to learn the skills, knowledge, and techniques involved in printing and business office, the student will perform duties and activities usually required of persons entering either of these occupations. (4) Upon completion of the training period, the deaf will have acquired the social skills and competencies needed to enter an occupation; to be retained on the job; or to be promoted. (5) During and after the training period, the assistance of others, i.e., persons, organizations, and agencies will be sought in job funding, job placement, and employment follow-up."

The method for evaluation consists of pre - and post-testing. A followup study will be made in the occupational study area, and in employment placement. A written evaluation of the program will include assessment by: local administrators, instructors, and supervisors regarding trainee achievement, placement, and recommendations for improving the project.

M A I N E

STATE DIRECTOR OF SPECIAL EDUCATION:
Beverly V. Trenholm

STATE DIRECTOR OF VOCATIONAL EDUCATION:
Elwood A. Padham

STATE CONTACT: Alton Bridges, Consultant
for Vocational Education for the Handicapped
Bureau of Vocational Education
Augusta, Maine 04330
Telephone: (207) 289-2621

Mt. Blue High School
Farmington, Maine 04938

LOCAL CONTACT: Nelson Neil,
Coordinator, Special Education
Mt. Blue High School

Number of Students: 32

Type of Handicap: EMR

This work-experience program for educable mentally retarded students provides five evaluation laboratories in which students receive training and evaluation to assist them in the development of general work skills:

1. The laundry area is designed and equipped to train students for employment in a small laundry such as is found in private homes, nursing homes, and small residential centers. In this area students operate basic laundry equipment and gain first hand experience in the use of detergents and conditioners as well as in the care of clothing and textiles.

2. The motel area is very similar to a room found in most modern motels. Students learn to clean and maintain this area much the same as a worker would in a regular motel setting. They are then given the opportunity to apply their skills to actual work experiences in local motels.

3. The nursing area is equipped with the materials and equipment found in nursing homes and many hospitals. Students learn to use the equipment and care for sick and elderly people as training to be a worker in a nursing home or as a nurse's aide.

4. The personal services area has individual student lockers which contain materials for personal hygiene and appearance. Students utilize this area to make themselves presentable for work in the other laboratory areas. Students also receive supervision in general self-care, including hair styling, permanents, and general personal grooming. Other subject areas are child care, first aid, and the use of leisure time activities.

5. The food service laboratory is a small restaurant which the student operate on a commerical basis. The restaurant is open to all adults. The students prepare and serve the food.

The food services laboratory coupled with the personal services area, has provided some remarkable changes in the students involved. They are more conscious of hygiene and appearance, more confident, sociable, and relaxed with people other than their own peers.

School Administrative District #48
Nokomis Regional High School
Newport, Maine 04953

LOCAL CONTACT: Harvey C. Hayden, Director

Number of Students: 54

Type of Handicap: EMR

The objectives of the program are:

1. To provide handicapped youngsters with a broad background in the safe operation and maintenance of farm power equipment .
2. To provide employment opportunities to those individuals whose needs cannot be met with the existing programs.
3. To provide practical experience in all areas of agriculture native to this geographic area-- dairy, poultry, potatoes, orchards, truck, and ag-related services.

Because of the rural nature of the community and the broad spectrum of employment opportunities within the agricultural economy, coupled with the fact that Nokomis has never offered vocational agriculture, there is a definite need for a program that will provide basic entry level skills for those students who would most benefit.

Outline of course content.

a. Students in the first year of the 4 year program receive instructions in safe tractor and farm machinery operation.

b. Grade 10 students have complete, but supervised, responsibility for the maintenance and operation of the program equipment. They are employed by the district at minimum wage to maintain the grounds at schools throughout the district.

c. During the third year, these students become a part of the cooperative education program now in operation.

d. Fourth year students specialize in the area that is suitable to their needs and interests.

e. Students in all phases of the program participate in a 4-H Club. This involves home projects supervised by the teacher-coordinator.

School Administrative District #5
Rockland, Maine 04841

LOCAL CONTACT: Neil Lewieux
Assistant Superintendent

Number of Students: 18

Type of Handicap: EMR

This program is built around the basic needs of the students living in the coastal area of Maine. The overall goal of the program is to develop students into self-sufficient citizens.

Training is divided into vocational shop and home economics. These two major fields are broken down into a number of units such as: Home nursing, cooking, landscaping, small motor mechanics, lobster trap construction, and home maintenance. All the academic instruction is integrated into the units and specifically geared to the project at hand or to the realistic need of the students on an individual basis.

In the first year of the program the students are oriented to a number of work units. From this exposure there develops a working knowledge that prepares them for their exploratory field experiences.

The exploratory field experience consists of visits by the students to observe the practical application of the units on which they have worked. During the next 2 years in the program, the student is further oriented, exposed, trained, and allowed to explore work units until such time as he or she is ready for job placement.

The student's first job placement is within the school system where it is possible to monitor the student's first on-the-job training. The second job placement is through the high school work-study program, which allows students to work 50 percent of their day and attend school the other 50 percent. Upon the completion of the workstudy program, students will graduate and take up employment in the community.

This program will be evaluated by observations of the staff and advisory committee, conferences with the students and the parents, and ultimately by the on-the-job trainers and the employability of the trainee.

M A R Y L A N D

STATE DIRECTOR OF SPECIAL EDUCATION: Stanley Mopsik

STATE DIRECTOR OF VOCATIONAL EDUCATION: James L. Reid

STATE CONTACT: Ruth Brown, Consultant
Vocational Education for the Handicapped
State Department of Education
P. O. Box 8717 - Friendship International Airport
Baltimore, Md. 21240
Telephone: (301) 796-8300

Baltimore County Board of Education
6901 North Charles St
Baltimore, Md. 21204

LOCAL CONTACT: Edna T. Warwick, Director

Number of Students: 150

Type of Handicap: EMR

Baltimore County Special Education, Vocational Education and the Division of Vocational Rehabilitation are cooperating in conducting the program of vocational evaluation services to all 10th grade mildly mentally limited students in the 16 comprehensive high schools in Baltimore County. The provision of services began in September 1970 through the use of a mobile vocational evaluation unit that travels to senior high schools housing classes for mildly mentally limited students.

Medical evaluations are provided by the Division of Vocational Rehabilitation, and psychological evaluations by the school. Each student spends one full week in the mobile unit, becoming familiar with the surroundings, completing several performance tests, and performing a variety of work samples, Work samples areas include clerical, mail room, business, gas station, and the fields of electronics, industrial sewing, mechanics, flower arranging, and cosmetology. The vocational evaluator prepares a written report and has conferences with the students and his/her parents.

The resulting evaluation is shared with the teacher, guidance counselor, DVR counselor and job development coordinator. Written reports are filed in the student's confidential folders in the home schools and in the office of the cooperating DVR unit.

This program seeks to build the attitude of all the students toward their own potential to succeed in obtaining and successfully maintaining a job upon graduation, along with a more positive attitude about the world of work. There have also been modifications in the curriculum in some of the schools where children have been evaluated. The evaluation results have also changed the attitude of the principals of two new vocational high schools in the county towards accepting more mildly mentally limited students in their schools.

Rock Creek Center
Route 1
Frederick, Md. 21701

LOCAL CONTACT: Doris D. Remsburg, Principal

Number of Students: 23

Type of Handicap: TMR

This is a special work-study program to help students aged 15-18 to make a transition from the school to the community.

Twenty-three are assigned to work stations for a period of 6 weeks. The work day lasts for approximately 4 hours. Each day, a period is set aside for the teacher to have an opportunity to discuss the day's work experience with the student. At the close of the 6 - week period, the trainee returns to the classroom for 6 weeks of needed supplemental classroom instruction. Then, the student is given a second 6-week assignment at a work station. During periods spent at work stations, the students are transported by the regular school bus, and are inspected for grooming each day before work.

The classroom program includes units of instruction in health and safety, social development and adjustment, grooming, family living, community living, and occupational information. The curriculum includes instruction in the qualities of a good worker, requirements for work permits, how to fill out employment applications, deductions made from wages and why, fringe benefits, mock job interviews, an understanding of budgeting and banking, and the development of a good self-concept. Evaluation consists of the following: 1) a coordinator visits various employers at least once a week for a conference; 2) frequent spot checks of pupils are made; this keeps the student aware of his responsibilities to his school and employer. Also, it provides the teacher with information regarding the needs of the pupil so that these needs can be met during the school class session; 3) employers are asked to fill out evaluation forms twice during the 16-week interval so that strengths and weakness can be noted,and 4) both individual and group counseling are conducted, so that students may benefit from each others' experiences.

This program has brought about a noticeable change in the role of these young people in the community and in attitudes of members of the community. There has been a decline in the number of dropouts and an increase in self-confidence mutual respect, and sense of pride. Examples of the types of jobs being learned by these students are: mechanics, day-care aides, maintenance, motel maids, domestic help, aides at rest homes for the elderly, and busboys. One measure of success of the program is that many employers request that the student come to work for them full time after they finish school.

An important ingredient to the success of the program has been the support of the community at large, and especially the support of the employers.

Talbot County Board of Education
P. O. Box 1029
Washington Street
Easton, Md. 21601

LOCAL CONTACT: Fred Distler
Supervisor of Special Education
Talbot County Board of Education

Type of Handicap: EMR

Objectives:

The objective of this project is to assist the student in acquiring proper social values that will be geared directly to his work situation.

Specifically, this program is a pilot project to test the feasibility of a program where the handicapped student remains in the regular program (in specially designed courses). The student receives assistance of a resource room that will provide direct services to a problem and a coordinated work-study program.

Activities:

The program is set up in phases. On the Job phase is a half-day placement in a work-experience situation. The half day in school phase is designed along two planes. The student is enrolled in the regular program. This is accomplished through heterogeneous home room placement and through individual scheduling of academic subjects. The "handicapped" student is counseled so that he enrolls in foundation programs such as general math and basic English. The student is then assigned to a section that is as close as possible to his or her level of ability. If there is difficulty on a particular problem, the services of the resource room are available. The resource room assists in whatever way possible. If it is an academic problem, the student may remain with the resource room teacher, but the student will also have the opportunity to work in the student's study center which is located across from the resource room. This study center is open to all students and is equipped with audiovisual equipment and individual study areas.

If it is a social problem that is related to job training the student will remain the resource room for a period not to extend over 2 hours at any given time. The resource room is equipped to handle situations that arise in the following areas: peer interaction and social behavior, home management, budget and finance, recreation and leisure time, subject center, and physical and mental health.

The resource room presents areas of "life functions" through the techniques of learning or teaching stations. Each "station" is equipped with all the materials necessary to make it independent of all other stations in the room.

Evaluation:

Since this is a pilot project in the concept of a resource room coordinated with a work-study program, both the evaluation of how well the student does while participating in the program, and an ongoing evaluation after he "graduates" from the school system will be conducted.

The program will evaluate the student while he is a student. In order to evaluate the success or failure the procedures will be extended as follows:

After the student is employed and graduates, and at the end of 30 days of continuous employment, a simple questionnaire will be returned by the employer and one by the employee to the work-study coordinator. If all is successful and no serious problems have developed, the next evaluation will take place 3 months hence. If a problem is present, the coordinator and/or vocational rehabilitation counselor will provide the necessary services to assist both the employee and employer..

The same procedure will be followed for the 3 - month evaluation. If all is successful, the next scheduled evaluation will take place 1 year from date of employment. At all times it will be made known that if a student needs assistance he may contact the work-study coordinator to week help. Whatever services are needed to keep him employed will be used and this can include readmission to the school system to seek the aid of the resource room.

The Maryland School for the Blind
3501 Taylor Avenue
Baltimore, Md. 21206

LOCAL CONTACT: Mr. Herbert Wolfe
Superintendent
Maryland School for the Blind

Type of Handicap: VH

The objectives of this project are: 1) to determine the present and projected labor market needs of the State of Maryland; 2) to determine the employment history and present job placement of blind adults who have attended the Maryland School for the Blind from 1951 through 1971; and 3) to obtain concrete evidence that there is an acute need for the development of a comprehensive vocational education program at the Maryland School for the Blind, substantitated by the data obtained from objectives 1, 2, and 3.

Project activities include: 1) mailing of a questionnaire to all employers listing job opportunities in metropolitan newspapers within the State of Maryland on a selected date; 2) conducting a survey of the Maryland School for the Blind graduates to determine their employment history and variables relevant to employment success over a period of the past 20 years; 3) designing of curriculums for a pilot vocational education program.

Evaluation procedures include the following:

1. The results of phase I of this study will be used to establish realistic and meaningful vocational education curriculums at the Maryland School for the Blind that will provide a basis for determining what salable skills need to be developed in meeting the requirements of the current and projected labor market.

2. The results will be disseminated and published in order to provide other vocational education programs for the blind with this occupational information.

Montgomery County Board of Education
850 North Washington St.
Rockville, Md. 20851

LOCAL CONTACT: Dr. Michael Wilson
Coordinator of Vocational Education
Montgomery County Board of Education
850 North Washington St.
Rockville, Md. 20851

Type of Handicap: EMR

The purpose of this Special Education Vocational Training and Skills Evaluation Program is to provide an opportunity for the handicapped and disadvantaged students of Montgomery County to obtain the necessary evaluation and job skills to find employment in the competitive job market, of the Washington, D.C., metropolitan area.

The job families for which the center will provide stations were chosen as a result of previous job surveys, employment forecasts made by school staff, and local and State agencies. These areas include custodial, automotive maintenance, electronic assembly work, hospitality industry employment, general maintenance, and domestic employment.

This program is supported by the supervisor of secondary special education to coordinate the county program. Existing vocational staff members at Rock Terrace High School have implemented the program. Technical assistance is provided by consultants.

Included in the instructional program are field trips to places of employment related to the training program. Training stations include shop and laboratory experience. Vocational training stations simulate the specific job. Classroom work include units covering work attitudes and work habits that will assist the trainee in getting and holding a job.

The instructional program is directly related to employment opportunities in the metropolitan area. Job surveys will be conducted to determine such opportunities. Completed surveys will indicate the need for specific skills.

Vocational guidance and counseling services are provided to aid the students in realistic vocational planning. Job placement and followup procedures are provided to students who are placed on jobs; job surveys will determine success in job placement, and evaluate the training program. Retraining will be available to students who have difficulty on the job, or who lose jobs due to layoff, automation, or other reasons.

Continuous evalaution is conducted due to changes in the job market and tools and materials needed to do the work. Included in the evaluation are school staff, special education personnel, employers , and technical consultants.

M A S S A C H U S E T T S

STATE DIRECTOR OF SPECIAL EDUCATION: Joseph Rice

STATE DIRECTOR OF VOCATIONAL EDUCATION: Charles H. Buzzell

STATE CONTACT: Martha Ducket
State Supervisor
Education for the Disadvantaged
Division of Occupational Education
and Training
182 Tremont St.
Boston, Mass. 02116
Telephone: (617) 727-5730

Lawrence School Center
South Middlesex Regional
Vocational-Technical School
Framingham, Mass. 01701

LOCAL CONTACT: Roger W. Brown, Coordinator

Number of Students: 50

Type of Handicap: EMR

The Lawrence School Center provides a four-phased vocational education program for mentally retarded young adults, age 16 and over. It supplements existing special education programs and training facilities within an 18-town region. The center is specifically oriented toward providing realistic job training and a comprehensive vocational education to the mentally retarded in the 30 to 65 I.Q. range.

Referrals to the center are received from local systems, other public and private agencies, and directly from parents. Students may enter the program at any time. Upon entry an individual assessment and vocational evaluation period is initiated. Although the length of this first phase may be adjusted for any individual student, it is typically for 24 weeks duration. During this initial period, phase I, the student is scheduled for "functional academics;"for one-half of each day, and to a vocational unit for one-half of each day. Assignment to a "functional academic" group is based on reading ability level. This half day also includes a schedule of art-leisure time activities, physical educational recreational activities, speech therapy music, and personal adjustment training groups in addition to the academic work which emphasizes vocational and community orientation.

The vocational assignment, during this phase I period, includes 6 weeks of evaluation and work habit training in each of the four vocational units: food service, hotel/motel, nursing supportive services, and building maintenance/grounds.

Specific evaluation of the student's ability and functioning is completed for each of the phase I areas and parent conferences are scheduled to coincide with the student's midpoint in each of the vocational evaluation areas.

Upon completion of the phase I evaluation in each of the four vocational units, a staff conference is scheduled to discuss the student's interest, motivation, attitude, and performance. All reports and information relative to the student's phase I program are discussed, including recommendations by staff members regarding the specific vocational area for phase II training.

On advancing to phase II status, the student is assigned to one vocational training area on a full-time basis, and continues to participate in a personal/social adjustment training group. Specialized instruction in functional academics are scheduled as appropriate. The student is also enrolled in a "job orientation" group conducted twice each week by the placement counselor. Here students receive specific job training within the vocational units at the center and in a variety of visitations and observations at different community job-sites related to the job area. These experiences result in supervised placement on short-term job "tryouts" at community based job-sites.

As the student develops understanding of himself/herself as a person capable of productive work performance, the opportunity is given, in phase III, to begin as an employee in a paid job trail placement. This involves a specific type of job assignment with an employer who has an understanding of the center program and our goals for the individual student. The center continues to provide regular, or periodic, supervision of the student as required and as appropriate to the needs of the individual trainee. The phase III paid work situation will normally provide the final preparation for the student's regular employment in a related field within his local community.

Phase IV of the vocational education program is placement as a regular employee in competitive employment. This may be on a full-time or part-time basis as appropriate to the physical, mental, and emotional capacity of the individual trainee.

Placement will be in the job area for which the trainee received specific training at the center and every effort is made to obtain a suitable job within the trainee's home community.

The prime consideration in selecting suitable employment is the health, safety, and well-being of the trainee. Working conditions, availability of transportation, employer characteristics, and the trainee's capacity to adequately function within a particular work environment, are also considered in regard to the Phase IV placement of each student. Followup after placement, is continued to assure the trainee of long-term support until the adjustment to competitive community employment is firmly established.

The most important and outstanding feature of the program is its orientation to and its interaction with the community. Active advisory committees have been established in conjunction with each job training area. The role of each committee is to give advice and direction to the job training instructor and the job placement counselor and also to aid in selling

the program to employers on an over broadening participatory basis. At this point in time there are 46 businesses interacting with the center.

The center's approach parallels an "open campus" or "school without walls" model with prescriptive individual programing. The learners are spending, on an average, 35 percent of their time in the community.

Paul A. Dever State School
Taunton, Mass. 02708

LOCAL CONTACT: Dianne Burrows, Director

Number of Students: 47

Type of Handicap: MR

Specific objectives of this project are to teach grease buffing and metal polishing, light assembly skills, proper methods of child care and training, food handling, including preparation, serving, and table setting, and landscape and vegetable gardening.

The program will also provide training and work habits, such as getting to work regularly and on time; and training in personal relations, getting along with the boss and fellow workers.

Springfield Technical Community College
Springfield, Mass. 01107

LOCAL CONTACT: J.S. Cummings, Office Director

Number of Students: 15

Type of Handicap: C

This program is designed to train the physically handicapped in the field of biomedical instrumentation technology. The essence of the program is to provide an opportunity for in-depth career training in this specialized area for 15 immobile students who would like to follow a career in technology.

M I N N E S O T A

STATE DIRECTOR OF SPECIAL EDUCATION: John C. Gross

STATE DIRECTOR OF VOCATIONAL EDUCATION: Robert Van Tries

STATE CONTACT: Hal Birkland
Coordinator of Special Needs Programs
State Department of Education
Vocational - Technical Division
St. Paul, Minn. 55101
Telephone: (612) 221-6013 x 3316

East Metropolitan Special Education Council
Regional Services Office
Matlocks School
447 Macalester
St. Paul, Minn. 55105

LOCAL CONTACT: Charles F. Wrobel
Executive Director

Number of Students: 190

Type of Handicap: EMR, LD

PROJECT SERVE: An Inter-District Cooperative Work Experience Program for Handicapped Youth, Ages 14 - 21.

The interdistrict approach to Project SERVE is a result of the recognized lack of resources in separate districts to meet the needs of handicapped students. It is based upon a cooperative arrangement for coordinated services within the school setting to bridge the gap between school and the world of work. Along these lines, the project is designed to develop cooperative working relationships between vocational education, special education and vocational rehabilitation at both the local and State levels, and also between other supportive agencies such as manpower, welfare, and employer and civic groups.

Presently, the project is serving educable mentally retarded students in five districts in the St. Paul area. It will be expanded to serve 12 districts.

The philosophy behind this project extends to the proposal of three kinds of educational services to handicapped pupils:

(1) Placement in "regular" classes with age-mates for as much of every school day as possible;

(2) Provision of a supplemental resource room with equipment and material which are appropriate to the development and/or improvement of those skills and competencies which are least-well provided for in the regular classroom; and a teacher/job coordinator to facilitate learning; and

(3) Assist pupils (during junior and senior year) to find suitable part-time employment and coordinate and supervise this employment relative to pupils' high school academic program.

A major component of Project SERVE is the teacher/job coordinator. This person is charged with many duties not regularly assigned to a classroom teacher or counselor. The duties include job training, placement, followup, public relations, interpretation of the program to concerned civic organizations, counseling of students and their parents, and employer orientation.

A large part of the teacher/job coordinator's work involves obtaining employment for the students, and interpreting to employers their abilities and limitations. At the same time, much emphasis is placed upon a proper interpretation to the employer of Project SERVE itself, in order that he will gain a perspective of the total program and its implications for the future of these students.

Every employer signs a job training agreement with the school. This agreement is also signed by the teacher/job coordinator, trainee, principal of the high school and parents. Employers are asked to complete evaluation forms on trainees to help determine their social adjustment and job training progress. This evaluation by the employer helps to determine the trainee's credit toward graduation.

The teacher/job coordinator endeavors to give trainees a series of job experiences so that they will not be limited to one area. Frequent visits by the coordinator to employer and trainee are made to promote a better understanding of employer and trainee objectives and problems. During the second half of the senior year, efforts are made to place the students in jobs which will lead to permanent placement after graduation.

Project SERVE has developed a "Staff Development Program" through which teacher/job coordinators become certified in both special education and vocational education. Dual certification courses are being arranged with the University of Minnesota.

St. Paul Area Technical Vocational Institute
Technical Vocational Program for Deaf Students
235 Marshall Ave.
St. Paul, Minn. 55102

LOCAL CONTACT: Robert Lauritsen, Project Director

Number of Students: 80

Type of Handicap: D, HH

The purpose of this program is to demonstrate the feasibility of using an existing technical vocational institute to serve deaf students, most of whom have graduated from secondary programs for the deaf.

The hypothesis being explored by the St. Paul Technical Vocational Institute (TVI) is: "The deaf person can more easily reach his optimum potential if given adequate technical or vocational training in specialized areas using multivariate media in an existing facility and as a result be employed at a level commensurate with his ability."

The outstanding feature of this program is that deaf students are enrolled in ongoing regular programs offered at the institute. They are thus given the opportunity to take advantage of the many existing course offerings.

In order to prepare the students for the regular program, instruction is given through a preparatory program in the following courses: communications, reading, English, mathematics, personal management, and vocational exploration. Also, supportive services are given in interpreting, counseling, note-taking, tutoring, and auditory training.

Many of the regular instructors and students at TVI have learned to communicate with the deaf students without an interpreter. A course is offered to persons at the institute who are interested in acquiring skill in manual communication.

Forty-eight deaf students have graduated from St. Paul TVI, and have become successfully employed.

M I S S I S S I P P I

STATE DIRECTOR OF SPECIAL EDUCATION: Herman K. White

STATE DIRECTOR OF VOCATIONAL EDUCATION: Troy Majure

STATE CONTACT: Clyde Woodruff, Jr.
Assistant Supervisor of Special Education
State Department of Education
Jackson, Miss. 39205
Telephone: (601) 354-6950

Humphreys County School System
Belzoni, Miss. 39038

LOCAL CONTACT: William Hardin, Director

Number of Students: 44

Type of Handicap: EMR

The primary purpose of this cooperative program is to operate a special vocational rehabilitation facility in a secondary school setting to assist physically or mentally handicapped youth to obtain vocational skills.

Another goal of the project is to maintain a comprehensive program of vocationally oriented services, designed to bridge the gap between the special education academic program and the ability of each individual to function successfully in employment.

This program is utilizing funds available under the Elementary and Secondary Act, Title I, buildings provided on a matching basis by the Vocational Rehabilitation Division, equipment and teacher from vocational education, and screening and identification of students by the special education section of the Division of Instruction, the administrators of the Belzoni School System.

Vocational Rehabilitation and Evaluation
Training Center at Barr School
Jackson, Miss. 39213

LOCAL CONTACT: Billy D. Roberts
Director

Number of Students: 200

Type of Handicap: EMR

This center is a statewide cooperative program, jointly sponsored by three divisions of the State Department of Education: the Vocational Rehabilitation Division, the Division of Instruction (Special Education) and the Vocational Education Division, and by 86 classes in 25 school districts in the State.

Students receive instruction in an education media room a shop unit and a home economics unit. The education media room contains three avidesks, film strips, learning carrels, teaching "machines," and an 8-millimeter projector. The shop includes hand tools, various saws, woodworking tools, a metal working area, automotive tools, a paint spray center, project board, drafting equipment, and power mechanics bench. The home economics unit is equipped with sewing machines, electric ranges, washers, dryers, irons, and ironing boards.

The staff consists of an assistant director of pupil personnel services in charge of vocational rehabilitation, a vocational rehabilitation coordinator, and four instructor-evaluators. The instructor-evaluators are men and women with a diversity of training and experience in guidance, testing, industrial arts, mechanics, homemaking, merchandising, speech correction, and job attitude evaluation.

Results include a decline in the number of dropouts, and many successful job placements.

Itawamba Junior College Vocational and Technical Educational Center
Tupelo, Miss. 38801

LOCAL CONTACT: Larry K. Otis
Director

Number of Students: 64

Type of Handicap: EMR

This program serves Lee, Pontotoc, Monroe, and Itawamba Counties. It is located in a specially designed building adjacent to the vocational technical complex. The center employs four special education teachers certified by the State. One half of the base unit support is provided by the State. The classes are cooperative instructional units receiving the services of vocational rehabilitation. Training is offered in supermarket work, service station assistance, horticulture, building maintenance, childcare, and occupational orientation. This program is projected to serve up to 80 students within the next several years.

M I S S O U R I

STATE DIRECTOR OF SPECIAL EDUCATION:
Donald M. Cox

STATE DIRECTOR OF VOCATIONAL EDUCATION:
B. W. Robinson

STATE CONTACT: Carl E. Putman
Director
Programs for the Disadvantaged and Handicapped
State Department of Education
P. O. Box 480
Jefferson City, Mo. 65101
Telephone: (314) 635-8125

Woodson Academy
St. Joseph's Hospital
Vocational Education Project
for the Emotionally Disturbed

LOCAL CONTACT: Ted Pethtel
Vocational Education Supervisor

Number of Students: 70

Type of Handicap: ED

Prescriptive education for the emotionally disturbed student-patient is the method advocated in this program. Educators work closely with the members of the treatment team to determine what experiences would be most beneficial to the student following a client assessment of intellectual ability and past achievement. The school counselor plans a prescribed curriculum with primary emphasis being given to the development of social and academic skills for the institutionalized student-patient.

The program objectives are to: (a) offer curriculum supplements and additions directed toward prevocational and vocational training, (b) assist the participating students in developing skills both social and work oriented that would help satisfy qualifications for acceptance into an employment society, (c) begin developing in the individual by the combination of academic and vocational training a self-image and, (d) assist the student after participation in the program, as follows:

1. in matriculating in an educationl program upon return to public school where vocational education could be continued,
2. with placement in the Vocational Rehabilitation Unit at St. Joseph State Hospital,
3. with actual job placement.

The project provides instruction in machining, sheet metal, welding, and small engines; mechanics, servicing, and body and repairment work; building trades and maintenance; grounds care and maintenance; and clothing services, food services, and general office clerical skills. The courses are individualized to enable open entry and open exit. The courses are individualized

to enable open entry and open entry exit thus affording maximum consideration for the prescriptive approach to client treatment.

All available resources are drawn upon to provide treatment and a prescriptive education program for each client. These resources include adult basic education, academic and social skills education, vocational education, and vocational rehabilitation services.

Area Vocational School
Monett, Mo. 65708

LOCAL CONTACT: Earl Hagebusch
Vocational Coordinator
Area Vocational School

Occupational Orientation
for Educationally
Handicapped Students

Number of Students: 48

Type of Handicap: EMR

Students enrolled in this program receive job readiness instruction, information on the requirements of occupations which are taught at the vocational school, and the opportunity to observe instruction in the various shops and laboratories. Students who desire to investigate occupations which are not offered at the area vocational school are given the opportunity to observe those occupations out in the community.

By the end of one semester the students are expected to have reduced the number of occupations which are of interest to them. With the number of occupational choices reduced each student has the opportunity for indepth investigation of those occupations. Each student is given considerable opportunity to investigate realistically occupations which should maximize the validity of his final occupational choice.

Following this primarily sophomore effort, the EMR student has the opportunity to enroll in regular vocational programs. Students who desire training for occupations other than those presently being offered are placed in community on-the-job training positions. The vocational adjustment coordinator provides additional assistance in sharing the responsibility of the on-the-job training positions.

Vocational Skills for
Educable Mentally
Retarded Students
The School District of
Kansas City, Missouri
1211 McGee St.
Kansas City, Mo. 64106

LOCAL CONTACT: C. R. Anderson
General Coordinator
Vocational Disadvantaged
and Handicapped
Department of Occupational
Education

Number of Students: 137

Type of Handicap: EMR

The general objective of this project is to provide opportunities for educable mentally retarded youth to develop occupational skills and attitudes that may enable them to enter the world of work or to continue their occupational training.

The project provides for four 12 x 60 foot mobile classrooms each of which is equipped for a different occupational cluster area of related occupations. The trailers are equipped to provide for learning experiences in: electrical assembling, maintenance and repair, food service, and clothing service.

The project is designed to provide for skill training in an individual occupational cluster and to develop improvement of attitude, health habits, safety, conservation of time, and use of materials and equipment.

There is provision for rotating the mobile classrooms among four secondary schools each of which is provided with a station having a hookup for utilities. The project also provides for transportation of students to and from cooperating schools.

N E B R A S K A

STATE DIRECTOR OF SPECIAL EDUCATION: John B. Lamphere

STATE DIRECTOR OF VOCATIONAL EDUCATION

STATE CONTACT: Steve A. Equall
Administrative Consultant
Special Vocational Needs
Nebraska State Department of Education
233 So. 10th St.
Lincoln, Nebr. 68508

North Platte Public Schools
1100 West First St.
North Platte, Nebr. 69101

LOCAL CONTACT: Gene Ransdell

Number of Students: 20

Type of Handicap: EMR

The remedial occupational shop program is designed to assist in developing job entry shop skills. The objective is to enable mentally handicapped students to become at least partially self-supporting.

Most of the students are placed on the job part time during school and full time during the summer.

Employers note that these students are willing to work and have most skills necessary for apprentice employment.

Nebraska School for the Deaf
3223 North 45th St.
Omaha, Nebr. 68104

LOCAL CONTACT: George Thompson

Number of Students: 50

Type of Handicap: Deaf

Program Activity

This vocational training program provides instruction in (1) including training in the basic graphic arts, key-punch operation, and offset printing; (2) including basic metals, sheet metal work, and welding; and (3) including typing, office machines, filing, and other phases of office operation.

Objectives

The objective of the program is equip the students with marketable skills in order that they may take their place in society as wageearners.

Lincoln Public Schools and
Educational Service Unit #6
Lincoln, Nebr. 68501

LOCAL CONTACT: Don Kasperik
1215 N. 9th
Lincoln, Nebr. 68501

Number of Students: 65

Type of Handicap: TMR

This program provides five levels of activities: orientation and vocational levels I-IV. Vocational skills are based on performance and knowledge. Work experience and on-job-training comes at the end of each level.

N E W H A M P S H I R E

STATE DIRECTOR OF SPECIAL EDUCATION:
Manfred F. Drewski

STATE DIRECTOR OF VOCATIONAL EDUCATION:
Neal Andrew

STATE CONTACT: John Bean, Consultant
Division of Vocational - Technical Education
State Department of Education
Stickney Ave
Concord, N.H. 03301
Telephone: (603) 271-1110

Franklin School
Franklin St.
Manchester, N.H. 03101

LOCAL CONTACT: C. James Covis
Director, Vocational Education

Type of Handicap: EMR

Objectives:

1. To train students for employment in the horticulture field.
2. To develop good work habits.
3. To develop skills in finding and keeping a job.
4. To develop the student's confidence in his own ability.

Description:

Students from the Franklin School participate in this program by classrooms. The program is conducted in a city-owned greenhouse some distance from the school. Students are transported to the greenhouse. Classroom teachers may accompany students and some have developed much of their academic program around the activities at the greenhouse.

Evaluation:

Evaluation is primarily a process of continued observation by the teacher. Six students were successfully placed in a summer work program. Students provided plants and planted them in tubs along the main street in the downtown business district.

New Hampshire State Industrial School
Manchester, N.H. 03101

LOCAL CONTACT: Ronald Adams
Director of Education

Number of Students: 22

Type of Handicap: ED

Objective--
1. At the completion of the program the student will have job-entry skills as short order cook, waiter, or waitress.
2. At the completion of the program the student will demonstrate work attitudes necessary for food service employment.

Description-- The program consists of daily instructional periods and a canteen which is open 3 nights a week and Sunday afternoons, 50 weeks per year. Six students are assigned to the program. The students all have vocational English and vocational math in the morning and six periods of food service lab in the afternoon.

Evaluation-- Visitors are asked to fill out a check list on such things as appearance and manners of students.

Twenty-two students have been involved in the program of the 16 who have left the school, six are employed in related areas, five returned to school in their home community, and five did not complete the program.

All students are vocational rehabilitation clients and an extensive followup unit is being implemented as part of the institution's treatment program.

Crotched Mountain Rehabilitation Center
Greenfield, N.H. 03047

LOCAL CONTACT: Tom Palmer
Director of Vocational Services

Number of Students: 25

Type of Handicap: D, HH, C, OHI & VH

Objective-- To prepare disabled persons for employment in the occupation of maid, janitor, sanitary engineer, floor care supervisor, or other titles generally included in the term housekeeping.

Description-- All students receive instructional training and on-the-job training under a performance contract with a major industry.

Evaluation-- Final evaluation will be the performance record of graduates on the job. Continued followup of graduates will be made.

N E W J E R S E Y

STATE DIRECTOR OF SPECIAL EDUCATION: Daniel Ringelheim

STATE DIRECTOR OF VOCATIONAL EDUCATION: Stephen Poliacik

STATE CONTACT: Dean Garwood, Director
Vocational Education for the Handicapped
State Department of Education
225 West State St.
Trenton, N.J. 08625
Telephone: (609) 292-6340

Burnet Junior High School
Morris & Caldwell Avenues
Union, N.J. 03887

LOCAL CONTACT: Frank A. Moretti
Director, Student Personnel Services

Number of Students: 24

Type of Handicap: TMR; EMR

This program is designed to provide trainable and educable retarded youth with experiences in a reality-oriented industrial environment to prepare for appropriate sequential and referral services and/or job placement whenever possible. Many of the students may be classified as multihandicapped, having additional areas of deficiency such as: visual loss (partial), speech, orthopedic, and perceptual problems.

Students spend three periods in their trainable or educable class and three periods in the employment orientation workshop. Experience in the special classes includes instruction in basic tool subjects, some experience in home economics, art, music, and remedial physical education.

Activities in the employment orientation workshop involves the use of work tasks based on individual educational prescriptions designed to develop skills in specific areas of deficiency, work habits, and social skills. Work tasks involve use of a variety of equipment and materials, centering around the use of the book binding equipment, offset press, plastic engraver, injection mold machine, and letter press printer. Both individual and group counseling along with vocational guidance services are provided.

Student placement, followup and on-the-job training services coordinated with the local office of the State vocational rehabilitation agency and a sheltered workshop are provided.

Burlington County Vocational
Technical High School
Woodlane Rd., Mt. Holly, N.J. 08060

LOCAL CONTACT: Carmine De Sopo
Director of Special Needs

Number of Students: 65

Type of Handicap: EMR, LD, and ED

This program provides for the total integration of handicapped youth into 29 vocational shops. The educational program is prescriptive in nature; an individualized instructional program is devised for each student. The academic subjects are taught by specialists in their respective disciplines who also hold certification in education of the handicapped. Shop teachers have taken college courses in the education of the handicapped child.

Each student selected to enter the program participates in a summer orientation program. During the orientation, students are acquainted with school facilities, shop areas, and the various occupational opportunities. Psychometric devices are given to ascertain abilities and disabilities, interests, and general functioning levels in order to set up an individualized program tailor-made to meet the needs of the students.

When the new students begin their freshman year, they are cycled through six exploratory occupational experiences. At the conclusion of the freshman year through intensive counseling, students select the shop area in which they wish to remain and learn a skilled or semi-skilled trade for the next 3 years. During the student's senior year, on-the-job experience is provided to help the student make a transition from school to work.

Thus far 10 students have graduated from the program and are presently employed in the vocational area in which they were trained.

Camden County Vocational School
Gloucester Township Campus
Sicklerville, N.J.

LOCAL CONTACT: Louis Sarandoulias,
Director, Special Services

Number of Students: 111

Type of Handicap: EMR, LD, ED, OHI

This program is designed to provide for the integration of educable mentally retarded, neurologically impaired , and socially and emotionally maladjusted students into the regular vocational school program whenever and as rapidly as possible.

A diagnostic center provides a comprehensive orientation program for each student in order to determine specific needs, depending upon interest learnings, physical capability and general ability. The student takes a battery of tests, and meets with counselors. A Diagnostic Cluster Shop trains students for entry into the regular vocational program, or for direct employment.

Instruction is provided in small engine repair, automotive tune-up, drafting, woodworking, assembly line production, nursing, business machine operation, sewing, flower arranging, laundry, dry cleaning, and pressing.

Five-week progress reports by instructors, achievement tests, and close circuit television to monitor behavior and performance, provide the evaluation component.

The program is in the second year of operation. Twenty-seven students have moved from the employment orientation program into regular vocational training programs in the following areas: cabinet making, masonry, auto mechanics, distributive education, beauty culture, carpentry, culinary arts, design tailoring, electronics, drafting, welding, plumbing and heating, maintenance and mechanical, and commercial baking.

NEW MEXICO

STATE DIRECTOR OF SPECIAL EDUCATION: Elie S. Gutierrez

STATE DIRECTOR OF VOCATIONAL EDUCATION: Ernest A. Vigil

STATE CONTACT: Shelley Weissman
Division of Special Needs
Vocational Education
State Department of Education
300 Don Gaspar Avenue
Santa Fe, N. Mex. 87501
Telephone: (505) 827-2297

New Mexico School for the Visually Handicapped
Alamagordo, N. Mex. 88310

LOCAL CONTACT: Beatrice Carmichael

Number of Students: 125

Type of Handicap: VH

An Intensive Office Education Program is provided for students enrolled at the New Mexico School for the Visually Handicapped. The program includes units of instruction in business letter writing, business communications, business machines, and general office practice; also the integration of simulated office training.

Each student is provided with a given number of hours of individualized instruction. All students participate 2 hours daily, 3 days a week. The facilities are available for both laboratory practice and individualized instruction.

Emphasis is placed upon transcription from dictation machines, since it has been found that the visually handicapped excel at this skill.

The students make frequent field trips to businesses in the Alamagordo area for exposure to different types of equipment being used in real situations. Local businessmen also make frequent visits to the class to explain requirements for employment and expectations of employers.

Followup of students who graduate is performed on a continuous basis. By meeting with former students who have become employed, and their employers, the instructor is able to discern what changes might be necessary in the program to increase the abilities of future graduates.

Goodwill Industries
1110 Edith St., S.W.
Albuquerque, N. Mex. 87102

LOCAL CONTACT: Pamela Dunbar

Number of Students: 55

Type of Handicap: EMR, TMR

This project is for persons having perceptual motor dysfunction who are part of the handicapped population at Goodwill Industries. It consists of testing and evaluation by an occupational therapist.

The objectives of the program are: (1) to aid in vocational assessment, treatment, and job placement for the handicapped population at Goodwill Industries; (2) to assist in upgrading the skills of occupational therapists and other professional personnel in the health care facilities, rehabilitation centers, and special education centers; and (3) to explore ways in which high school students may have exposure to knowledge and information relevant to occupational therapy as a career choice.

Los Lunas Hospital and Training School
Los Lunas, N. Mex. 87031

LOCAL CONTACT: Jeanne Beardsley

Number of Students: 95

Type of Handicap: EMR, TMR

Vocational Horticulture Program.

The objective of this program is to train mentally retarded students for employment in greenhouse operations in the surrounding area.

The course of study covers three areas of horticulture: greenhouse and nursery growing, landscape maintenance, and floral assisting.

In training as a greenhouse and nursery grower, the student learns to identify plants, and is instructed in growth habits, plant propogation, cultural practices, soils, insect and disease control, and the maintenance of horticultural structures.

In landscape maintenance, the student learns landscape planning and the maintenance of lawns, flower beds, trees, and shrubs.

The floral assistant course is designed to prepare the student for work in a florist's shop.

In each of the areas, students receive classroom and individual instruction, and are given laboratory practice in the greenhouse on the grounds of the school. Ultimately, they are placed in one of the horticulture businesses in the area to gain practical experience.

NEW YORK

STATE DIRECTOR OF SPECIAL EDUCATION:
Vacant

STATE DIRECTOR OF VOCATIONAL EDUCATION:
Robert S. Seckendorf

STATE CONTACT: Everett Latimer
Division of Vocational Education
State Department of Education
Albany, N. Y. 12224
Telephone: (518) 474-3981

Nassau County Board of Cooperative Educational Services
125 Jericho Tpke.
Jericho, N.Y. 11753

LOCAL CONTACT: William T. Callahan, District Superintendent

Frank J. Wolff, Occupational Director

Number of Students: 160

Type of Handicap: LD

This project is designed to provide quality occupational training to brain injured youngsters, who are 5 to 21 years of age. The program activities aim toward occupational awareness, preoccupational exploration opportunities, and indepth occupational training. The ultimate goal of the training activities is the development of capability for natural employment in industry.

Students 5 to 12 years of age engage in activities designed to establish occupational awareness. This process utilizes three laboratories which give students the opportunity for exposure to and use of the materials, tools, and equipment of representative areas of industry.

Students in the 11 to 16 age group are active in seven preoccupational laboratories. These programs provide background offerings in fundamental concepts and introduce various skills needed in selected job areas.

Students from 15 to 21 receive specific indepth occupational training in horticulture, food services, health services, electronics, building maintenance, distributive education, and office occupations. Formal occupational training culminates with related cooperative work experience supervised by work experience counselors.

Each student is under continual evaluation with regard to dexterity, occupational test competency, course adjustment, and employment success. On reaching the age of employment, the enrollee is evaluated in the field in terms of his occupational competency and stability. These evaluations are conducted jointly by staff, work experience counselors, and supervisors in the industry where the student is employed on a part-time basis.

Board of Education of the City
of New York
110 Livingston St.
Brooklyn, N.Y. 11201

LOCAL CONTACT: Harvey Scribner
Chancellor

Number of Students: 1,000

Type of Handicap: EMR

An employment readiness skill training center provides mentally retarded individuals with specific skills enabling them to maintain a competitive position on a job. Trainees range in age from 16 to 25 and include those out of school and those who are potential dropouts. Specific objectives of the project are to:

1. Provide direct individual and small group instructional work experiences based on the actual needs and requirements of jobs outlined by local prospective employers;

2. Develop curriculum materials for teachers serving this group of trainees;

3. Offer inservice training to teachers to insure the effective implementation of this program; and

4. Redirect potential dropouts into full-time occupational training centers.

The area chosen for skill training are those in which employers are committed to hire students. The enrollees receive instruction in building maintenance; grounds maintenance; general industrial work; automotive repair; and in the health, dietary, and clerical fields. Some students develop very specific low-level skills for precise jobs in the current labor market. Another group of trainable mentally retarded students are experiencing preparing for assembly jobs in sheltered workshops.

Assessment includes bi-monthly conferences about each child involving all staff members and the employer. Programs for individuals and groups are discussed and modified regularly. Attendance records are utilized to: (1) determine the number of trainees under 17 whose attendance has improved as a result of program involvement; (2) determine the number of trainees 16-17 in the program who are not eligible for high school or occupational training center placement, due to poor attendance or emotional difficulties; and (3) ascertain the number of enrollees over 18 who , without this special program, would not be employed because of lack of a salable skill .

Board of Education of the City
of New York
110 Livingston St.
Brooklyn, N.Y. 11201

LOCAL CONTACT: Harvey Scribner,
Chancellor

Number of Students: 65

Type of Handicap: D, HH, SI

Work-Study Program for Deaf and Language Impaired Persons.

Individuals served by this program are school dropouts unemployed, or those who are not attending a regular school and who are between the ages of 17 and 21. Characteristically these persons are extremely immature, lacking in communication skills, and unaware of their obligations to society and work.

The program aims at providing appropriate occupational training, guidance, related academic work, communication skills, and job related activities to develop students emotionally and serviceably for productive work.

Activities of the program include counseling, teaching, socialization, personal adjustment training, placement, and readiness development for the target population. Each person receives help, including psychiatric therapy, in relation to job and personal problems. Instruction, guidance, and part-time, on-the-job training gives the person time to develop maturity and the attitude essential for meaningful employment. Job placement of students is in occupational areas such as printing, upholstery, electronics, key punch, mail room, and auto repair. Specific skills training, for those exhibiting a potential, is arranged with the vocational rehabilitation program.

Evaluation is a continous staff responsibility, and involves group discussions on each person. The evaluation criteria for each enrollee includes job placement, the ability to function independently, success on competency tests, quality and quantity of work, and the general capacity to handle a work situation.

Chautauqua County Board of Cooperative Educational Services
Village Hall
P. O. Box 250
Fredonia, N.Y. 14063

LOCAL CONTACT: Philip L. LoGuidace
Superintendent, Chester Lajewski,
Occupational Director

Number of Students: 68

Type of Handicap: MR, OHI

This program is designed to provide quality occupational education and training to handicapped youngsters who are mature enough to profit from such specialized education. Program activities aim toward fulfulling a need in occupational awareness through orientation to the world of work including exploratory opportunities, in-depth occupational training for specific occupations, and a work-experience program. The ultimate goal of the training activities is to develop the capability of mentally retarded and physically handicapped persons to maintain normal employment in industry.

Students under twelve years of age are provided occupational awareness activities. Older students are provided special educational services and an opportunity for exposure to materials and equipment which are representative of industry.

The program is structured into phases rather than years due to the wide variance of capabilities of the students. Students identified for readiness for occupational training are provided opportunity for exploratory orientation in seven occupational areas. Screening is provided to assure that the students are physically able to perform the required work skills.

The educational supportive "team" consists of occupational instructors, teacher aides, psychologist, guidance coordinator, a work experience coordinator, and a staff of special education instructors. Regular meetings of this staff are held to review progress and placement of each student. Age and readiness for employment are evaluated by the staff by evaluation of proficiency.

Students completing the orientation are provided several avenues. They can continue skill development in the program designed for the handicapped or be assigned to the regular vocational education program. Participation in skill development is coupled with one-half day of remedial or academic instruction.

Students when ready are placed in a training situation under supervision for a minimum of fifteen hours per week. Each student in the work experience program is enrolled in a correlated instructional program designed to make the school - employment transition adaptable to the individuals' problems and handicaps.

N O R T H C A R O L I N A

STATE DIRECTOR OF SPECIAL EDUCATION: Theodore R. Drain

STATE DIRECTOR OF VOCATIONAL EDUCATION: Charles Law

STATE CONTACT: Charles Law, Director
Division of Occupational Education
State Department of Public Instruction
Raleigh, N.C. 27602

Kings Mountain Public Schools
Cleveland County
Kings Mountain, N.C. 28086

LOCAL CONTACT: Howard Bryant,
Director of Instruction

Number of Students: 554

Type of Handicap: EMR

This is a comprehensive, sequential, occupational education program for the handicapped at the elementary, middle grades, high school and post high school levels.

Objectives of the program are to enable handicapped students to:

(1) develop an awareness of their relationship to the world of work through introductory and exploratory experiences built around realistic occupational choices.

(2) develop communicative, computative, social, and vocational competencies needed for occupational success by providing a total educational program with interrelating components.

(3) develop a more positive self-image and therefore utilize more of their potential through participation in a success-oriented program beginning at grade four and continuing through post high school.

(4) participate successfully in the regular occupational program by providing special educational services in the form of supportive services and/or program modifications.

Cabarrus County Board of Education
Concord, N.C. 28025

LOCAL CONTACT: Paul Lentz,
Occupational Education Director

Number of Students: 50

Type of Handicap: EMR

This is a comprehensive educational program of academic instruction and vocational opportunities consistent with the capacities and desires of handicapped student and involving the cooperative concept of occupational education.

Major objectives are: to enable handicapped students to develop job skills through placement in typical situations and to enable handicapped students to develop the competencies needed to gain successful employment by providing a program that includes remedial work, assistance in the development of new skills, and basic employability information.

Major
Activities - Students are identified, needs assessed, and a program of training developed. The coordinators work cooperatively with the special education teachers, guidance other persons concerned with each student in order to insure that the entire educational program is interrelated and meaningful. Students work part of the day and are in school part of the day. The instructional portion of the program supports the student by assisting him in developing the competencies needed for success on the job.

Once a placement is made, the coordinators maintain close contact with both the employer and the student. Close contact is also maintained between the home and the coordinators.

Evaluation - Evaluation will determine how well the project achieved the objectives. This will be evidenced by supporting data concerning numbers of students placed, their success as determined by employer and coordinator, attitude change, attendance; academic performance, et cetera.

Shelby City Schools
Cleveland County
Shelby, N.C. 28105

LOCAL CONTACT: Juanita Burus
Director of Special Education

Number of Students: 33

Type of handicap: TMR

Brief Description - This project was funded to explore the area of occupational training for trainable youngsters. It is attempting to find out if TMR youngsters can be trained for gainful employment, what areas of training might be pursued, and how and to what depth should the training be conducted.

The major goal of this program is to enable trainable mentally retarded youngsters to develop job skills.

Major Objectives - To enable TMR students to develop employment skills that would enable them to obtain work within the community.

To enable TMR students to develop social skills and habits necessary for obtaining and maintaining employment.

To enable TMR students who are unable to gain employment, to develop the attitudes and skills necessary for participation in a sheltered workshop.

To assist TMR students in securing employment at the end of the school year.

Major Activities - Occupational education is integrated into the total curriculum. Emphasis is placed on developing the social skills and habits necessary for occupational success. Students are provided with experiences in several areas of possible employment such as cooking, sewing, ironing, washing, sweeping, grass cutting, raking leaves, and car washing. These are conducted in appropriately equipped laboratories and are aimed at assisting the student in developing the skills needed to obtain a job.

The project teacher at the end of the school year will work towards placing as many TMR students on jobs as is possible.

Evaluation - The project evaluation will be based on the success in achieving the objectives. Procedures to be followed include keeping records of student achievement, numbers of students securing employment at the end of the school year et cetera.

NORTH DAKOTA

STATE DIRECTOR OF SPECIAL EDUCATION: Janet M. Smaltz

STATE DIRECTOR OF VOCATIONAL EDUCATION: Carrol Burchinal

STATE CONTACT: Reuben Guentner, Supervisor
Special Needs
Division of Vocational Education
State Office Building
Bismarck, N. Dak. 58501
Telephone: (701) 224-2259

Minot Public Schools
Minot, N. Dak. 58701

LOCAL CONTACT: Robert C. Carlson,
Director of Special Education

Number of Students: 40

Type of Handicap: EMR

This project provides work experiences for approximately 40 educable mentally retarded students, aged 16-21, enrolled in the senior high school special education program in Minot. The project is being conducted in cooperation with the Minot Vocational Adjustment Workshop. The students participating in the project are those who, because of their deficiencies in job entry level skills, cannot presently be placed in the competitive labor market.

Some of the objectives of the project are: (1) to demonstrate the feasibility of a coordinated program of work training between the high school work experience program and the Minot Vocational Adjustment Workshop: (2) to test the solution to problems that are encountered with individual clients prior to being placed into the competitive labor market; (3) to evaluate current procedures and job qualifications and to develop new techniques in predicting successful job performances; (4) to stabilize healthy work habits; (5) to achieve personal and social adjustments required for job participation; (6) to work closely with the family in the total positive adjustment of the student (7) to provide work orientation for each student to his ability and job potential.

When progress in training is sufficient to attempt competitive job experiences, a transitional job placement is provided which is geared to the needs and abilities of the individual. Field trips to various job stations in the community are a significant aspect of the program.

Fargo-Moorhead Evaluation
and Training Center
424 South 9th Ave.
Fargo, N. Dak. 58102

LOCAL CONTACT: Paul C. Ornberg
Director

Number of Students: 75

Type of Handicap: TMR

The local public schools' responsibility for career education is emphasized by the Fargo Public Schools. On April 1, 1970, the private, nonprofit Fargo Moorhead Vocational Training Center, Inc., became a part of the Fargo Public School System, expanding the continuum of services to the handicapped from early education to job training and placement.

This program provides interrelated activities of vocational evaluation, job training, private tutoring in academic skills, training in grooming and social graces and other skills necessary for independent living, supervised recreation, and a supportive counseling and guidance service.

The vocational evaluation unit assesses the abilities of over 300 handicapped individuals each year through psychological, sociological, and vocational evaluations, which take from 4 to 10 days. The referring agency is responsible for the $75 fee and receives a written report of the complete evaluation.

Evaluated clients may then be placed directly by vocational rehabilitation or may be recommended for the transitional workshop. During the first 3 months, attention is focused upon diagnosis and evaluation so that the staff can determine the feasibility of immediate or eventual job placement, and set the training goals for prevocational training. Client production is emphasized using real work as the training vehicle. Work assignments are given on the basis of trainee need and as an avenue of meeting established objectives. Supportive counseling assists the trainee in learning to be productive which in actuality involves a change in the self-concept. Augmenting the production training, trainees participate in supervised recreation, grooming and social graces classes, private tutoring in academic skills and speech therapy, training in independent living skills with emphasis on responsibility for maintenance costs and leisure time activities, and participation in job tours.

When progress in prevocational training is sufficient to attempt competitive job experience, a transitional on-the-job placement is provided that is geared to the overall requirements and needs of the individual. Graduation comes when there is reasonable job adjustment and the prospect of continued employment.

If a potential client does not demonstrate sufficient ability to profit from the transitional workshop, he may be placed in the extended sheltered workshop, maintained on the center's premises by the Fargo-Moorhead Vocational Training Center, Inc., The sheltered workshop goals still center around the client and his eventual placement in a competitive job situation.

Because the center serves handicapped persons from Minnesota as well as North Dakota, housing becomes an important factor in the success of the program. Counselors and a social worker find foster placement for new trainees. As they demonstrate their competencies, trainees are placed in a private apartment

(where the landlord provides a paternal eye). Thus, handicapped persons used to a sheltered environment expand their abilities and responsibilities in an atmosphere of positive growth with only enough support to enhance the chances of success.

Several additional factors play in important role in the success of the Fargo-Moorehead Evaluation and Training Center. These include: the Fargo High School work-study program, where retarded teenagers spend a half day in the high school and a half day in the center; the important coordination between special education, the center, vocational rehabilitation, the Veterans Administration, mental health center, Social Security Administration, Workmen's Compensation board, the manpower center, and the model city program. Ten years of practice in training and placement of the handicapped have created a well-trained and mutually supportive staff necessary for handling the complex factors essential to developing human potential.

Barnes County Special Education Program
Valley City, N. Dak. 58072

LOCAL CONTACT:

Number of Students: 20

Type of Handicap: EMR

Mentally handicapped students in Barnes County and the Valley City Public School System are enrolled in a vocational oriented program when they reach senior high school. They attend classes in the regular high school setting from which they can benefit. During the second year, they continue attending regular classes, and spend a maximum of half time on a job in the community. Upon completion of the program, they receive a high school diploma through the Valley City Public Schools.

Special emphasis has been given to placing students with a cooperating employer who teaches them specific skills needed to work in a particular area. This addition to the program has been directed particularly towards students for whom traditional approaches have not been successful.

Long range plans and goals of the refined program are to add more vocational emphasis to the entire program for the mentally handicapped, to examine new vocational areas for employment of the handicapped, to improve the program curriculum, to work towards regionalization of programs of Barnes County and surrounding counties, and to continue to seek financial means to offer additional supportive services.

A related course outline, to supplement the already existing program includes units in the world of work, practical mathematics, communication skills, and skill training.

O H I O

STATE DIRECTOR OF SPECIAL EDUCATION: Samuel J. Bonham

STATE DIRECTOR OF VOCATIONAL EDUCATION: Byrl R. Shoemaker

STATE CONTACT: Richard A. Macer, Assistant Director
Vocational Education
Ohio Department of Education
Columbus, Ohio 43215

Youngstown City Schools
Youngstown, Ohio 44502

LOCAL CONTACT: M. D. Abromowitz
1025 W. Rayen Ave.
Youngstown, Ohio

Number of Students: 18

Type of Handicap: EMR

Name of Program - Plant and Vocational Experience (PAVE)

Objectives -

1. To assist the educable mentally retarded youth acquire work skills and job experiences.

2. To remove students who cannot adjust academically from a frustrating and hopeless situation to a type of structure academically and vocationally motivating to insure a degree of success.

3. To help students realize their abilities in the job-related would gain valuable work related experiences in the realm of his abilities, develop self-discipline and skill in the use of hand tools, express themselves in other areas to achieve success , and become a responsible member of the work community.

4. To provide the student with inschool studies of problems related to his work experiences to facilitate success.

5. To help the student gain an understanding of the importance of adjusting and working with people.

6. To structure academic studies to influence and enhance the job role activities of the total program.

7. To provide guidance and counseling to help the transition into the world of work.

8. To provide the necessary followup to facilitate success in the academic-vocational and work-related experiences.

Evaluation

1. Standardized tests will be used to determine academic achievement where feasible.

2. Aptitude scales will be developed by our evaluation department to determine changes in attitude.

3. Attendance patterns will be studied to determine if there has been an improvement in attendance.

4. Teacher evaluation will be developed by our department of evaluation to determine the success of the vocational shop experience section of the program.

5. Teacher evaluation forms will be developed by our evaluation department to determine the success of the job experiences.

6. Employer job evaluation forms will be developed so that the employer may make his evaluation of the student participant.

Miller School
65 Steiner Avenue
Akron, Ohio 44301

LOCAL CONTACT: Lois Stillwell,
Project Manager

Number of Students: 100

Type of Handicap: EMR; D; OHI

The intent of this project, Development of Skills and Aptitudes for the Handicapped, is to provide for the development of skills and attitudes necessary for 9th, 10th, 11th, and 12th grade handicapped students to function successfully in the "work world," and thus prevent possible dependency-producing consequences of their handicaps.

Objectives:

1) The project provides youth with many different operations so that each is given an opportunity to develop varieties of manipulative skill to determine his own levels of competence and work tolerance by "rotating" in all areas in this program.

2) The project attempts to establish community understanding and acceptance for all handicapped students.

Program Components:

Students will spend a 2-week period in each of several area in an effort to give each one an opportunity to develop various kinds of skills and attitudes in a variety of work situations. This will serve as a prevocational test for evaluation to determine the area best suited for the student.

The curriculum shall be practical and functional based, on skills needed for economic independence and everyday living, as well as giving the student an opportunity to practice these new skills before placement.

Vocational program activities include instruction in auto servicing, clerical services, food preparation, health care and home assistance, and commercial sewing or alterations.

Evaluation of the program will include use of:

A. Student performance reviews of designated tasks within given time limits and acceptable margins of error.

B. Teachers' rating scale (pre and post) on work-related attitudes and habits.

C. Semantic differential techniques to determine global and specific self concepts and attitudes toward jobs.

D. Parent evaluations through conferences and printed forms constructed for this purpose.

E. Followup studies of post school employment.

Manpower Training Center
2640 East 31st Street
Cleveland, Ohio 44115

LOCAL CONTACT: Robert G. Keim,
Work-Study Coordinator

Number of Students: 20

Type of Handicap: EMR

Project Title: Sales Attendant Program

Objectives:

1. To develop in the participant's skill in the operation of cash registers, typewriters, adding machines, and weight scales.

2. To develop in the participant's skill in check-cashing, handling food and trading stamps and coupons, and customer relations.

Students will be at the center for 3 hours a day, 5 days a week. The remainder of the school day will be spent at the student's home school where they will continue their academic program.

The students will be given training in cashiering, selling, sales displaying, and inventory. They will have the opportunity to learn the skill necessary for operating cash registers, typewriters, and 10-key adding machines. They will learn how to measure with candy and meat produce scales. This training will be performed in a unique-fashion because the classroom is arranged to resemble a retail store. The students will operate the manpower stockroom where they will learn physical and written inventory processes, numbering and cataloging skills, and procedures for processing and delivering materials. These procedures will also simulate a retail store operation.

Field trips and 2 to 3 weeks of field experience in a retail sales position will provide an opportunity for students to observe retail operations.

Daily checkout skill procedures will provide students with additional experiences in the areas of customer relationship, check cashing, coupon processing, handling of food and trading stamps, as well as customer complaints. Students will also receive additional assistance in applying and obtaining employment. Instruction will include a focus on detection of shoplifters, till tappers, shortchange artists, and counterfeit moneymakers.

Evaluation

Evaluation will be conducted by a panel of three persons consisting of a teacher from the program, a member from the Technical-Vocational Division of the Cleveland Public Schools, and a staff member from the Division of Research and Development, Cleveland Public Schools. The Research and Development Division member will serve as a recorder for the evaluation panel. Once the program has been implemented, periodical progress reports will be made by the evaluation team.

Students' work will be rated by the teacher. Records of such ratings will be reviewed by the evaluation panel. Where projects have been designed by the students, the panel will view such projects.

O K L A H O M A

STATE DIRECTOR OF SPECIAL EDUCATION:
Maurice P. Walraven, Ed.D

STATE DIRECTOR OF VOCATIONAL EDUCATION:
Francis Tuttle, Ed.D

STATE CONTACT: Merlin J. Taylor, Coordinator
Special Education Section
State Department of Education
4545 Lincoln Boulevard
Oklahoma City, Okla. 73105
Telephone: (405) 521-3351

Enid High School
Enid, Okla. 73701

LOCAL CONTACT: Jimmie Cristal,
Teacher-Coordinator

Number of Students: 20

Type of Handicap: EMR

Through this program, special attention is given to each individual student to further develop his specific abilities and interests. Our basic procedure is to place the immature student into sheltered employment situations utilizing community resources. As the students progress through the high school program their abilities and interests are carefully surveyed. Those students who show unusual aptitudes or interests are screened for possible additional vocational training. Students are trained in food service, auto body repair, air conditioning and nurses' aide skills. Private vocational schools, providing training in butchering, cosmetology, barbering, and truck driving are also utilized.

A new training program has been developed in the occupations of custodians, hotel and motel maids, and laundry workers. This program can be varied to train in vocational skills closely related to these specific occupations. During the senior year, students spend one-half day in training and the other half in the regular school program. This is a vocational skills program and not a homemaking or self-care training program; individuals are carefully selected, utilizing screening devices as well as interviews and consultations.

College High School
Bartlesville, Okla. 74003

LOCAL CONTACT: Carl North,
Supervisor of Special Education

Number of Students: 30

Type of Handicap: EMR

At Tri-County Technical School in Bartlesville, the educable mentally handicapped group is being enrolled in a 3-year program.

The first year's program is prevocational during which time the students are exposed to all areas of training. Besides the actual technical courses taught in the school, field trips to businesses and conferences with employers give the students a good overall view of difficult fields of work. Skills and interest are taken into account. After this prevocational year, the students go into the regular vocational training fields.

There are two counselors for the students. Ten other high schools in the area have mentally handicapped pupils enrolled in the prevocational program.

Participating High Schools
Oklahoma City, Okla. 73105

LOCAL CONTACT: Woodrow Courtney, Supervisor

Number of Students: 1,431

Type of Handicap: EMR

High school EMR students in special education-vocational rehabilitation co-op programs are provided a continuation of service through the summer with professional supervision. In conjunction with the co-op program, vocational education (through a grant to vocational rehabilitation) permitted the teacher coordinators to be employed throughout the summer. This insured the needed continuation of supervision of the EMR students working on various jobs. As part of this effort, a workshop was held at Central State University in Edmond and was attended by 115 Vocational Rehabilitation Counselors, Secondary Special Education Teacher-Coordinators, Vocational Technical Education personnel, and school administrators.

OREGON

STATE DIRECTOR OF SPECIAL EDUCATION: Mason D. McQuiston

STATE DIRECTOR OF VOCATIONAL EDUCATION: Leonard E. Kunzman

STATE CONTACT: David Backman, Specialist
Disadvantaged and Handicapped
Vocational Education
Oregon Board of Education
Salem, Oreg. 97310
Telephone: (503) 378-3584

Vocational Village
Portland Public Schools
725 S.E. Powell Blvd.
Portland, Oreg. 97202

LOCAL CONTACT: Ronald Thurston, Director

Number of Students: 160

Type of Handicap: ED

Vocational village is a prototype of a Second-Chance school for high school dropouts and delinquents, a certain number of whom are emotionally disturbed.

The program is designed to help the students earn a high school diploma and develop job-entry skills in one of several "clustered" areas, including automotive technology, food services, marketing, office occupations, electronics assembly, fabrication processing, cosmetology, industrial mechanics , and health occupations. An example of the "cluster" approach is demonstrated in the area of industrial mechanics, which includes instruction in welding, basic electricity, power systems, power transmission, hydraulics and pneumatics, mechanical practices, and refrigeration.

The school has no standard level at which incoming students must start. They begin working at the level which is appropriate for them as individuals. Grades are replaced by another method of measuring progress called the "job sheet," a device for outlining tasks which the student is required to complete for recorded credit.

The two most important aspects of the job sheets are: (1) they allow the student to progress at his own rate, and (2) they serve to encourage the student to actually do something as opposed to merely being present. The theory underlying the job sheet is that a long, complex course of study can be mastered successfully if learned step by step. Job sheets set forth assigned studies and activities which, combined, make up one of the units of a given course. The job sheet changes the role of the instructor from lecturer to manager of a performance curriculum.

For example, job sheets in auto mechanics range from the theoretical to the practical, as in most shop courses. However, the student does not spend long hours in overall theory before being exposed to the practical aspects of a particular concept. Instead, learned concepts are put to use very quickly in a lab situation. For instance, the carburetion part of the auto tuneup course is introduced with job sheets on carburetor theory. When the student shows he has grasped these concepts, he then progresses directly to carburetor adjustments and overhaul procedures. The student must overhaul at least six different types of carburetors before he can proceed to the next job sheet in the series.

At the end of the course, each student takes a final examination given by the school and receives both a school and a job-skill diploma.

Vocational Training Project for Special Students
Portland Public Schools
1820 N.E. 40th Ave.
Portland, Oreg. 97212

LOCAL CONTACT: Vernon Thomas, Director

Number of Students: 40

Type of Handicap: EMR

This program is designed to develop social competence and economic self-sufficiency in mentally retarded students between the ages of 17 and 22 who exhibit an exceptionally low potential.

The Portland Public School System in cooperation with the State Department of Vocational Rehabilitation has for many years provided facilities for the training and job placement for the majority of young people certified as mildly mentally retarded. However, students with the lowest academic, social, and vocational potential were found to need a more intensive course of evaluation and training than existing facilities could provide. The Vocational Training Project for Special Students is designed to fill this need.

The enrollees include students certified as mildly mentally retarded (1) who are in high school but have not been able to earn required school credit in either an inschool or out-of-school work experience, and (2) dropouts and recent graduates (with modified diplomas) who are referred to the project by the Department of Vocational Rehabilitation.

The initial 2 weeks after a student's entrance into the project are devoted, to evaluation. On the basis of information gathered from referral records, schools records, and from personal interviews with the student, his/her parents, and high school personnel, a temporary schedule is worked out by the counselor. The student is rotated through, and carefully observed in a variety of vocational and home-living assignments, and at the end of 2 weeks, is reevaluated, this time by the entire staff. Depending on staff assessment, the student may be given academic achievement tests or vocational interest and ability tests; in addition, the student may be screened for emotional and medical problems that affect capacity to work.

After the evaluation period, a vocational project plan is put into effect. The counselor helps the student attain the academic and social skills appropriate to the vocational plan - for example, teaching the student to tell time, travel by bus, or handle money. A vocational instructor helps the student acquire occupational skills in the selected fields.

Training is provided in three areas: shop, home-living, and sustained workshop. Typically, the student spends half of the time in the workshop, and the other half either in the shop or the home-living area,

In the sustained workshop, students are rotated weekly on a cycle of at least three different jobs while at the project. Each job has different attributes which include fine hand-eye coordination, large volume, gross motor movement and endurance tasks. Some of the skills involved include the use and care of hand tools and power equipment, the use of a drill press to make cribbage boards, and assembling okie drifters. Jobs are secured from commercial firms in the community. Students are evaluated on their production, quality control, social behavior, and work attitude. All work is priced out on a piecework basis so that each student is paid for his ability. This provides each student with a direct relationship between work done and its reward. Improvement is measured in terms of more money.

In the home-living area, the students prepare and serve food in a small coffee shop as part of their training for work in restaurants, motels, hospitals, and rest homes. A small price is set for each product covering the cost of making the food and also teaching the students to make change. Other jobs include cleaning , sewing, laundering, shopping for groceries , and nurse's aide work.

The student is returned to school full time or to the Department of Vocational Rehabilitation for placement after about 8 to 16 weeks at the center or when the social and vocational skills consistent with getting and keeping a job are required.

Oregon State School for the Deaf
Salem, Oreg. 97308

LOCAL CONTACTS: Carl A. Haugerud, Administrator, Special Schools Division

Marvin Clatterbuck, Superintendent

Number of Students: 70

Type of Handicap: D, HH

Each student age 14 through 16 participates in occupational exploration activity and completes at least one work experience assignment during the year.

Each student aged 16 and above is counseled to develop a completion program outlining an educational plan for the time he/she intends to continue as an OSSD student. An individual's program outlines occupational exploration and work experiences activities and courses to be completed. The program also

indicates plans for the first step following graduation, whether it be post high school or college work, apprenticeship training, an entry-level job, or homemaking.

The long-range objectives are to improve the employability of deaf students in order to obtain and maintain higher levels of employment and to achieve greater adaptability in adjusting to employment situations, which will result in more meaningful and satisfying lives for deaf persons and their families.

Evaluation will be accomplished with the assistance of the Teaching Research Division, Oregon State System of Higher Education. Long range followups to the employability of deaf graduates will require cooperative efforts of the Special Schools Division, State Board of Education, Vocational Rehabilitation Division, Employment Division, and other agencies.

Rex Putnam High School
Milwaukie, Oreg. 97222

LOCAL CONTACT: Jack Mudd, Supervisor
Special Education

Number of Students: 18

Type of Handicap: EMR

This is a work experience program for mentally retarded students who previously had received prevocational training in the food service area of the cafeteria during the ninth and tenth grades.

The supervisor of the program seeks and places the students in businesses in the surrounding area for 2 to 3 hours per school day. Followup visitations and conferences are held with the businesses twice each week by the program supervisor. The supervisor also conducts a 1-hour class session each week geared to information received from the businesses where the students are placed. The work stations include a convalescent home, a grocery store, a distributing company, two retirement homes, a nursery, an outdoor store, and Goodwill Industries. Students also are placed in work stations within the school itself, including the school store and cafeteria.

P E N N S Y L V A N I A

STATE DIRECTOR OF SPECIAL EDUCATION: William Ohrtman

STATE DIRECTOR OF VOCATIONAL EDUCATION: John W. Struck

STATE CONTACT: Wayne L. Grubb, Consultant
Disadvantaged and Handicapped
Bureau of Vocational Technical Education
State Department of Education
Post Office Box 911
Harrisburg, Pa. 17126

Bethlehem AVTS
330 Chester Ave.
Bethlehem, Pa. 18017

LOCAL CONTACT: Albert L. Henry, Superintendent

Number of Students: 40

Type of Handicap: EMR, C

This program provides special guidance counseling and cooperative type experiences to handicapped students in the regular vocational program with other students. It also provides job placement services to handicapped students.

Industries are assisted in providing on-the-job experiences plus job placement upon completion or graduation of handicapped students.

Delaware County Intermediate Unit
State Building
6th and Olive Sts.
Media, Pa. 19063

LOCAL CONTACT: Clyde E. Dalton
Executive Director

Number of Students: 25

Type of Handicap: C; D; OHI; ED

This program provides remedial reading and remedial math, which are essential for the progress of the students in the vocational training courses of their choice. Vocational courses include: auto mechanics, industrial electricity, welding, machine shop, child care and development, food preparation and services, health services, clerical services, materials handling, and marketing.

Students are given special remedial instruction to enhance their success in the vocational program of their choice. Additional testing, measurement and counseling will also be provided to these handicapped students so that their chances of success are improved. The remedial instruction teacher works very closely with the vocational teachers to provide the necessary remedial instruction to the handicapped students.

Evaluation of this program will be based upon the success of the handicapped students in the vocational areas.

Lehigh County AVTS
2300 Main Street
Schnecksville, Pa. 18078

LOCAL CONTACT: William Bartholomew,
Chief School Administrator

Number of Students: 12

Type of Handicap: EMR

This program provides a learning situation where positive work habits and attitudes can be developed for the handicapped. It provides a learning environment which will encourage and enable these handicapped students to remain in school and receive a high school diploma. A residential home in need of repair and renovation will be used as the instructional tool to teach these handicapped students skills in the following vocational areas: carpentry, electricity, masonry, painting and decorating, plastering, plumbing and pipe-fitting, and construction and maintenance trades. The supporting course teachers will be used at the same location to provide the necessary reading, math and other courses that are needed by the students plus those that are required by the State. The students will be provided vocational training in a relevant, meaningful, and organic real-life situation.

Evaluation of this program will be based upon the ability to place these students upon completion of this program. It will also be carried out throughout the complete renovation and repair of the house based upon the completed work of the students.

P U E R T O R I C O

STATE DIRECTOR OF SPECIAL EDUCATION:
Hilda Grana de Bonilla

STATE DIRECTOR OF VOCATIONAL EDUCATION:
Maria Socorro Lacot

STATE CONTACT:
State Department of Education
Hato Rey, P.R. 00924
Telephone: (809) 766-4628

Home Economics Program
Program for Vocational and Technical Education
Department of Education
P.O. Box 759
Hato Rey,P.R. 00919

LOCAL CONTACT: Isabel Walker

Number of Students: 30

Type of Handicap: EMR

This program provides instruction to a selected group of 30 educable mentally retarded students. The project is divided in two phases, (1) an introduction to the world of work during which students are guided toward selecting a gainful occupation within the individual ability and (2) an occupational training based on interests and abilities to prepare students for job placement. An advisory committee representing public and private agencies dealing with the handicapped, civic organizations, and industry provides guidance.

General education is provided by special education teachers who cooperate with vocational teachers in developing specialized curriculum for the occupational courses.

This project is coordinated at the local level with the Vocational Rehabilitation Program, Department of Social Services; Special Education Program for the Handicapped, Department of Education and other school and community groups interested in training the handicapped for gainful employment.

Loaiza Cordero Institute for the Blind
Stop 19
Santurce, P.R. 00908

LOCAL CONTACT: Amalie L1. de Charneco
Director Business Education Program

Number of Students: 53

Type of Handicap: VH

The Pilot Program in Business Education for Visually Handicapped Youth and Adults provides a continuum of educational services from the elementary level through the senior high school level. Objectives are: (1) Improve language art skills of elementary level students (4th-6th grades) through typewriting courses, (2) provide prevocational training to junior high school students (7th to 9th grades) through general business, business mathematics , and prevocational typing, and (3) provide vocational training to senior high school students (10th to 12th grades) and adults through a complete vocational business education program. High school students will participate in a cooperative work experience training in which they develop the necessary skills in office occupations. All levels have a regular academic program.

This project is developed in coordination with Loaiza Cordero Institute for Blind Children; Vocational Rehabilitation Program, Department of Social Services; Employment Service Bureau, Department of Labor; private business and industry; and the Office Occupations Program, Vocational and Technical Education.

Periodic tests in typewriting and other skills and achievement tests in academic subjects are administered to determine progress. Final evaluation of the project will be based on the following criteria: (1) number completing the office occupational training, (2) number securing employment, (3) performance on the job, (4) attitudes of employers toward employees, and (5) average salaries earned.

Industrial Education Program
Department of Education
P.O. Box 759
Hato Rey, P.R. 00924

LOCAL CONTACT: Jose Colon Merced
Director Trades and Industry

Number of Students: 115

Type of Handicap: EMR

The Occupational Training Project for Handicapped Youth was initiated by the Vocational and Technical Education Program to train students for successful employment in the world of work by integration in the regular vocational program, where feasible, or by implementing new programs and services to fit the needs of the students, and to develop acceptable personal and vocational attitudes. Students are referred by the Special Education Program of the Department of Social Services to the different training centers located at senior high schools and vocational high schools of the island.

The program includes courses in carpentry, cabinet making, power machine operation construction, drafting, dressmaking, plumbing, refrigeration and air conditioning printing, automechanics, and repairing of electrical appliances.

The vocational rehabilitation program pays wages to the 115 students enrolled in the training programs for the mentally retarded youths and provides the necessary supportive services, placement and followup. The vocational education program provides teachers, counselors, shop facilities materials and equipment.

R H O D E I S L A N D

STATE DIRECTOR OF SPECIAL EDUCATION:
Francis B. Conley

STATE DIRECTOR OF VOCATIONAL EDUCATION:
Thomas H. Sandham, Jr.

STATE CONTACT: Edward J. Moretti
Consultant, Health Occupations
Vocational Education
State Department of Education
Roger Williams Building
Providence, R. I. 02908
Telephone: (401) 521-7100

Rhode Island Association for Retarded Children
Butler Health Center
333 Grotto Avenue
Providence, R. I. 02860

LOCAL CONTACT: Arthur E. McCormack
Project Coordinator

Number of Students: 99

Type of Handicap: Multiple

This training and placement program for mentally retarded adults attempts to provide opportunities for each student to attain fullest potential through the establishment of specific goals for each individual, periodic reassessment of individual potential, and a built-in flexibility to permit adaptation to individual needs.

Project activities include prevocational and vocational training, on-the-job training, placement, and training in independent or sheltered living. Extensive evaluation and followup activities are built into the program.

Ninety-nine clients, 17-56 years of age, are presently participating in this project. For the period of April 19, 1970 to November 26, 1971, 71 clients have been employed from 5 to 85 weeks and total client earnings for this period was $90,351.

Rhode Island School for the Deaf
520 Hope St.
Providence, R. I. 02860

LOCAL CONTACT: Peter Blackwell

Number of Students: 52

Type of Handicap: D

This program for deaf students is designed to provide basic vocational education by implementing programs in business education, artmetals (jewelry and hard metals), and graphics.

Its objectives are: (1) to develop a vocational decisionmaking process within the upper school experience by offering vocational subjects on an elective basis to all students; (2) to develop a vocational decisionmaking process by creating a flexible schedule that will enable intermediate and advanced vocational training according to individual aptitude and interest; and (3) to develop sufficient vocational skill that will enable the deaf student to compete on an "equal" footing with hearing students in advanced training or work study programs.

Evaluation is performed by means of pretesting and posttesting in typing, adding machine use, and filing skills for accuracy, speed, and quality of work.

Cumberland School Department
Cumberland, R. I. 02864

LOCAL CONTACT: Thomas Scott

Number of Students: 36

Type of Handicap: EMR

This is a regional work-study program for children and young adults evaluated as educable retarded.

Objectives of this program are: (1) the student participating in this work-study program will become more knowledgeable and occupationally competent as measured by bimonthly evaluation forms; (2) the student will develop a characterization of values that will aid him in dealing with society; (3) the student will realize true potential by responding favorably to the job he is assigned as measured by supervisory evaluation; (4) the student will comprehend material necessary to his well being (i.e. how to manage money, read the want ads, etc.) as measured by teacher tests and observation; and (5) the student will, through his total display of knowledge and characterization, as measured by tests and observations, at the end of 3 years receive a high school diploma.

SOUTH CAROLINA

STATE DIRECTOR OF SPECIAL EDUCATION:
W. Owens Corder

STATE DIRECTOR OF VOCATIONAL EDUCATION:
Cecil H. Johnson, Jr.

STATE CONTACT: Albert Lester
Supervisor, Special Programs
Vocational Education
State Department of Education
908 Rutledge Building
Columbia, S.C. 29201
Telephone: (803) 758-3101

Greenville County Schools
Greenville, S.C. 29610

LOCAL CONTACT: J. Linwood Ackerman, Director

Number of Students: 48

Type of Handicap: TMR

This program was established to meet the needs of those students who would be eligible for vocational rehabilitation, sheltered workshop activity, and on the-job training for possible job placement in the community. A baseline on each student, both in the area of potential skills and social adjustment is established, then a program and methods for implementing it for each student is developed to obtain the specific goals set for the students. Instruction includes training in basic work habits, personal hygiene, simple language arts; finance management, use of community facilitis for leisure time; basic occupational and living safety, personal and social adjustment, and development of motor skills.

Methods utilized depend upon baselines developed, but generally are situational in order to minimize the dependence upon transfer and insight.

The major program objectives are: (1) to give training in basic work skills in selective position categories, such as simple assembling work - relating to contractors, building and grounds - maintenance - food service - developing physical coordination, and domestic service; and (2) to evaluate by vocational performance, and aptitude tests.

A review committee evaluates the effectiveness of the program. The committee is composed of representatives from Greenville County Public Schools, South Carolina Employment Security Commission, South Carolina Departmen of Mental Retardation and Greenville Association for Retarded Children. Students are placed in jobs by the Director of Piedmonts Skills.

Charleston County School District
P. O. Box 5285
North Charleston, S.C. 29406

LOCAL CONTACT: William B. Hooffstetter, Director

Number of Students: 45

Type of Handicap: EMR

This program uses a vocational shop type exploration and diagnosis to determine the area or areas in which each student has the greatest chance for future success. Once each students's best vocational area is determined, concentration of training in that area is provided. This program is divided into two parts.

Stage 1. Prevocational exploration abilities

This stage of the program is an introduction to the various vocational subjects which may apply to a student. The students are instructed in each subject from 1 to 12 weeks; they are closely observed and their abilities in the subject are evaluated. The majority of the teaching is done in shop classes, rather than classrooms, in order to get the students actually involved and to be able to observe basic abilities and interests in the subject.

For the most part, students attend these classes 2 hours per day, 3 days per week, the remainder of these days are spent on academic subjects in their normal classrooms. The remaining 2 days per week, for those who are 15 or older, are spent in on-the-job training whenever opportunities for this can be found.

Stage 2. Introductory skill training -

Stage 2 provides emphasis on developing basic skills. All teaching is student oriented in an attempt to encourage each student to perform at the maximum of his potential. Classes are normally 2 hours per day, 3 days per week; however, they are increased to 5 days per week if it appears advantageous. Those students who do not show any ability in one of the vocational subjects explored are provided additional vocational exploration in other areas.

The major objectives of this program are: (1) the determination of the skill area or areas in which each student has the highest potential for development and (2) the development of each student's skills in the identified, high-potential areas; and (3) the placement of students in regular employment upon completing the program.

West Franklin School
Anderson, S.C. 29621

LOCAL CONTACT: Walter E. Walker

Number of Students: 120

Type of Handicap: EMR

This program is designed to provide individualized and small group instruction in vocational and academic skills for students at their present achievement

levels. All members of the evaluation team work together with the student to enable him/her to take a realistic look at personal abilities and difficulties, and to increase chances of making a wiser decision about the student's future. Major units of instruction are:

1. Helpers in the following trades: carpentry, electricity, plumbing, and bricklaying.

2. Restaurant occupations: dishwasher, bus boy, and cook helper.

3. Other occupations: painting, cement finishing, gardening, and domestic services.

4. Securing work - How to get a job - How to keep a job - What employers expect of employees - How to manage money - Advantages of saving in banks.

The major objectives are: (1) to increase the number of students who are able to secure gainful employment; (2) to decrease the time between identifying needs of the students and the time at which the students receive assistance to meet these needs; (3) to increase services and facilities for the rehabilitation of handicapped persons by providing additional professional and vocational services; and (4) to improve significantly the attitudes of participating students toward school in general and academic and vocational study in particular and to improve the self-concept of all 120 participating students to the extent that (a) 95 percent will continue into the 10th grade, (b) 80 percent will complete high school, and (c) all will experience a positive attitudinal changes a measured by attitudinal scales and teacher-counselor developed checklists. The attainment of this objective will be measured by records of school attendance, scales, and checklists.

The program will be under continual evaluation by the vocational rehabilitation staff and school district personnel. Vocational rehabilitation personnel will be responsible for placing these students in gainful employment at the time they become job ready. A followup on all students will be made 30 days, 90 days, and 1 year after completing the program.

The teacher will administer teacher-made, criterion-based tests to measure skills progress in the area of vocational orientation.

Attitudinal scales will be administered to each student and teacher-made checklists will be kept on each student to measure change in the child's behavior related to his own personal sense of worth.

Questionnaires will be administered periodically during the year to students and parents to secure opinions about the program and to obtain suggestions for program improvement.

T E X A S

STATE DIRECTOR OF SPECIAL EDUCATION: Don L. Partridge

STATE DIRECTOR OF VOCATIONAL EDUCATION: John R. Guemple

STATE CONTACT: Albert Bartschmid
Chief Consultant, Special Education
Vocational Education
Division of Special Education
State Department of Education
Austin, Tex. 78711
Telephone: (512) 474-3501

Weatherford Public Schools
118 North Denton St.
Weatherford, Tex. 76086

LOCAL CONTACT: Raymond E. Curtis, Superintendent

Number of Students: 13

Type of Handicap: EMR

The objective of this prevocational and vocational instruction program is to expose educable mentally retarded students to various occupations in order to help them make an appropriate occupational choice, and to develop a salable skill in the preemployment laboratory setting in the occupational clusters general construction, and trades

Evaluation of the program is based upon the correlations between occupational diagnosis and successful placement of students in the preemployment laboratory program, and upon successful placement of the students in occupations related to their training.

Texas School for the Deaf
1102 South Congress Avenue
Austin, Tex. 78701

LOCAL CONTACT: Mr. Albert W. Douglas, Superintendent

Number of Students: 95

Type of Handicap: D

This program provides preemployment laboratory training for educable and trainable deaf students at the Texas School for the Deaf.

The objective is to provide sufficient training to make the students employable in one of the following occupational clusters: building maintenance and repair; commerical art, electronics assembly, general construction trades, and horticulture related. Vocational orientation is also provided to all students.

Kilgore College
1100 Broadway
Kilgore, Tex. 75662

LOCAL CONTACT: Dr. Randolph C. Watson
President

Number of Students: 25

Type of Handicap: C

Preemployment laboratory training is provided in this program for paraplegic individuals who can "locomote" in wheelchairs, crippled individuals whose handicap is below the waist, and individuals with heart conditions.

The objective is to provide sufficient training to the students in order to make them employable in the field of watchmaking.

U T A H

STATE DIRECTOR OF SPECIAL EDUCATION: R. Elwood Pace

STATE DIRECTOR OF VOCATIONAL EDUCATION: Walter E. Ulrich

STATE CONTACT: Walter E. Ulrich
Vocational Education
Utah State Board of Education
136 East South Temple
Salt Lake City, Utah 84111
Telephone: (801) 328-5574

Columbus Community Training Center
2530 South 5th East
Salt Lake City, Utah 84111

LOCAL CONTACT: Carl E. Shawhan, Director

Number of Students: 300

Type of Handicap: TMR

The objectives of this program are:

A. To develop and implement skill training programs in the custodial, maid service, and food service areas, utilizing intense community involvement.

B. To develop and implement a community awareness and resource utilization program.

C. To conduct an awareness and training program providing teachers of the area a better understanding of vocational planning, training, placement, and followup as they relate to the needs of students and the demands of the Utah labor market.

D. To increase awareness of the services offered by the center and enhance coordination of proper student referrals on a part-time or full-time basis.

Program evaluation will include:

A. Measurable program objectives.
B. Individualized student objectives.
C. Continuous evaluation process.
D. Relevant forms and procedures developed by the State specialists and utilization of their assistance during the evaluative process.

Cacke Instructional Workshop
Benson, Utah 84335

LOCAL CONTACT: Carl E. Shawhan, Director

Number of Students: 22

Type of Handicap: TMR

The objectives of this program are:

A. To provide a commercial workshop setting.

B. To develop each individual to maximum potential and place him in community jobs where possible.

C. To have a place of employment for those unable to function in community settings.

D. To develop a workshop which is self-supporting.

E. To serve as an evaluation and training facility for Utah Rehabilitation Services.

Evaluation of student progress will consider:

A. Specific student behavioral skills and defects.
B. Student critical processes.
C. Student social adaptiveness.
D. Performance measurements under varying situational demand incentive conditions.
E. Student work placement.
F. Contract procurement.
G. Student income based on productivity.

V E R M O N T

STATE DIRECTOR OF SPECIAL EDUCATION: Jean S. Garvin

STATE DIRECTOR OF VOCATIONAL EDUCATION: Cola D. Watson

STATE CONTACT: William Halloran
Consultant, Division
of Special Education
State Department of Education
Montpelier, Vt. 05602
Telephone: (802) 828-3141

Spaulding High School
Barre, Vt. 05641

LOCAL CONTACT: Paul Nutter,
Director of Guidance
Barre Area Vocational Center

Number of Students: 27

Type of Handicap: EMR

This program is designed to aid students in becoming well-adjusted, self-supporting members of their communities, through a multisensory approach to learning. The program is divided into three phases:

Phase I is an evaluation or exploratory activity in which a thorough assessment of the students' abilities and interests is made. Special laboratory facilities are available in which hands-on experiences are used to assess student interest and evaluate skills. Laboratory areas include electricity, plumbing, woodworking, power mechanics, graphic arts, metalworking, building and ground maintenance, home kitchen, commercial cooking, personal grooming, commercial sewing, domestic sewing, nursing, office occupations, and child care. This phase lasts for at least 1 year.

Phase II is a prevocational activity. Students are given intensive preparation in areas for which they have the greatest chance of success. They are prepared for entry into the regular ongoing vocational programs offered in the schools.

Phase III provides work-experience. The students who are able to be integrated into the regular vocational programs are placed in work-experience situations through the existing vocational education procedures.

However, students who have little chance of succeeding in the regular program are placed and supervised by the special education instructor. In the latter case the instructor matches a student with an appropriate job in the community, provides intensive training in the laboratory (based upon a task analysis of the job) to prepare the student for the

job, and places and supervises the student in the work experience situation. Followup activities are to be provided after the student has been placed on a job.

Close coordination between special education and vocational education personnel is built into the three phases of this program. At present 27 students, 15-20 years of age, are participating. The program, which utilizes Federal and State funds, is in its first year of operation.

Burlington School Department
Burlington, Vt. 05401

LOCAL CONTACT: Stanley Faryniarz, Director

Number of Students: 14

Type of Handicap: TMR

Trainable mentally retarded young adults no longer able to benefit from the school system's special education classes and sitting home with no opportunity for further productive skill development, participate in a variety of activities to apply their present knowledge in a functional way, and are motivated to learn and to work with their peers. The ultimate goal is employment on the job or in a sheltered workshop.

Activities include skill tests designed to establish competency levels in sorting; shaping; discriminating colors, sizes, and weights; and assembling packaging. Additional activities include instruction in basic skills, and work in counting, reading, and lettering. Attempts are also being made to help enrollees understand basic elements involved in keeping time, figuring wages, and appreciating the value of money earned, as well as learning good work habits and acceptable employer-employee relations.

The instructor gives each student a monthly evaluation on his progress. When a student starts a particular preskill exercise and/or simulated product, he is evaluated on a time trial basis providing the instructor a baseline for following evaluations. After a period of 1 to 3 weeks, the student is evaluated again to compare improvements on the task involved. Finally, a checklist is provided on the amount of time the student spends on a particular task.

Austine School for the Deaf
Brattleboro, Vt. 05301

LOCAL CONTACT: Richard Lane

Brattleboro Area Vocational Center
Brattleboro, Vt. 05301

LOCAL CONTACT: Edward Perkins

Number of Students: 7

Type of Handicap: D

The Austine School for the Deaf of Brattleboro and the Brattleboro Vocational Center are cooperating to provide vocational education for hearing handicapped students. The students take part in prevocational programs at the Austine School for the Deaf where they are evaluated in different vocational areas to determine their interests and abilities. Those found to be interested in a vocational program, and to have a good chance of success, are worked into the program at the area vocational center.

The area vocational center has a staff member who is a counselor and consultant to the school staff in the area of deaf education. He is responsible for seeing that the students are not missing any part of the program because of their handicap. He translates important lectures and directions to the deaf students in sign language and helps teachers work with the students.

V I R G I N I A

STATE DIRECTOR OF SPECIAL EDUCATION: James Micklem

STATE DIRECTOR OF VOCATIONAL EDUCATION: George L. Orr.

STATE CONTACT: Maude P. Goldston
Assistant Supervisor
Vocational Education - Special Services
State Department of Education
8th Street Office Building
Richmond, Va. 23216

Woodrow Wilson Rehabilitation Center
Fishersville, Va. 22939

LOCAL CONTACT: Maude P. Goldston
State Department of Education

Number of Students: 1,359

Type of Handicap: MR; C

The objective of the program is to prepare handicapped students for employment in trade, industrial, and business education fields. Instructions in provided in typewriting, shorthand, accounting, bookkeeping, general office practice, auto body repair, auto mechanics, auto servicing, barbering, cosmetology, drafting, electricity, electricial appliance and motor repair, food service, furniture refinishing, and other services.

Twenty-five percent of the instructional time of students is spent in formal and classroom instruction, and 75 percent in laboratory experiences, with some students provided work experience. The students may enter most occupational programs each month of the year.

The supervisory and instructional staff include 2 supervisors, 4 business and office education instructors, 32 trade and industrial instructors, and 12 pr prevocational instructors.

All participating students have been selected by field representatives of the Virginia Department of Vocational Rehabilitation as eligible for rehabilitation services. They include those of low I.Q., as well as those with all types of physical handicaps.

A more recent development at the center is an additional prevocational program designed to give experience to prospective students in advance of their being assigned to a training area. The students spend several weeks in this section, rotating through various experiences, and being evaluated in terms of training for which they may have attitudes, abilities, and interest.

The program is operated by the Virginia Department of Vocational Rehabilitation with the cooperation of the Vocational Education and Special Education Divisions of the State Department of Education.

Hampton School for the Deaf and Blind
Hampton, Va. 23369

LOCAL CONTACT: Maude P. Goldston
State Department of Education

Number of Students: 100

Type of Handicap: D; HH; VH

The objective of the program is to prepare youth and adults who are visually impaired and deaf or hard of hearing for employment.

The program offers instruction in typewriting, machine transcription, keypunch operation, occupational home economics orientation, occupational food services, occupational home and institutional services, auto mechanics, cosmetology, dry cleaning, masonry, power sewing machine operation, and printing.

Twenty-five percent of the instructional time is spent in formal and classroom instructiona, and 75 percent in laboratory experiences. Some community cooperative experiences are provided for students in their last 2 years of vocational training as a work experience.

W A S H I N G T O N

STATE DIRECTOR OF SPECIAL EDUCATION: John P. Mattson

STATE DIRECTOR OF VOCATIONAL EDUCATION: Ernest G. Kramer

STATE CONTACT: James L. Blue
Department of Vocational Education
P. O. Box 248
Olympia, Wash. 98501
Telephone: (206) 753-5662

Vancouver School District
605 North Devine Road
Vancouver, Wash. 98661

LOCAL CONTACT: Jim Brooks
Director, Vocational Education

Number of Students: 85

Type of Handicap: EMR

Vocational training in the area of horticulture is provided in this program for handicapped students in the Vancouver School District. Some objectives of the program are: 1) to provide handicapped students with an opportunity to learn to use basic tools necessary for gardening, horticulture and landscaping; 2) to promote preliminary vocational and educational skills which will give insight into additional training needed for vocational competency; 3) to help parents to understand how they might work with their children at home in promoting vocational skills; and 4) to aid teachers and administrators in developing classroom programs which are increasingly vocationally oriented.

Intermediate School District 109
Snohomish County Courthouse
Everett, Wash. 98201

LOCAL CONTACT: Tom Steger
Director, Vocational Education

Number of Students: 110

Type of Handicap: TMR

The Washington State Departments of Special Education and Vocational Education are cooperatively funding and conducting this program which provides handicapped youths with supervised, sheltered, prevocational and exploratory paid work experiences. Work stations are maintained at four sheltered workshops in the county.

Emphasis is placed upon helping the students to develop a wider variety of work skills, to make more informed choices about types of work activities preferred or disliked, and to develop physical abilities, language skills, and self confidence.

Olympia School District
1113 East Legion Way
Olympia, Wash.

LOCAL CONTACT: Stillman Wood,
Director of Special Education

Number of Students: 20

Type of Handicap: EMR

This is a prevocational training program in ornamental horticulture for educable mentally retarded students. During an 8-week period, the students receive training through classroom instruction combined with on-the-job experience in a given area of ornamental horticulture.

Evaluation consists of a film record of job behaviors and performance during the 8-week period, together with a daily observational grid for given behaviors, based upon formulation of daily behavioral objectives.

W E S T V I R G I N I A

STATE DIRECTOR OF SPECIAL EDUCATION: Roger P. Elser

STATE DIRECTOR OF VOCATIONAL EDUCATION: Fred Eberle

STATE CONTACT: Michael M. Murphy
Program Specialist
Vocational Industrial Education
West Virginia State Department of Education
Charleston, W. Va. 25305

Ohio County Board of Education
Lincoln Special School

LOCAL CONTACT: Louis A. Mazzoli
Principal

Number of Students: 80

Type of Handicap: EMR

Project A: Office Occupations Program for Handicapped Persons

Description - In order to provide additional vocational training for the handicapped at Lincoln Special School, a learning system developed by Media Systems Corporation will be utilized to provide individualized instruction in the areas of typewriting and office machines. This instruction will be related to jobs such as: office clerk, office messenger, mail clerk, clerk typist, machine operator, and related semiskilled office occupations.

The instruction differs from that previously offered in that (1) A student can progress on an individualized basis; and (2) success can be determined upon completion of an assignment.

The teacher freed from ordinary classroom responsibility is available for individual counseling as needed.

Evaluation - First, a student record enrollment card will be maintained on each student. This record will contain general information and a record of the student's progress - lesson-by-lesson. Secondly, a student form for each instructional unit will be maintained. This form contains information on the amount of time needed to complete unit, instructor, and score section.

Project B: A Domestic Service Program for Handicapped Girls in Ohio County

Description: The project will involve an intensive domestic service program for handicapped girls in a realistic and expanding job opportunity area. The domestic service program will enable female students to take part in a training program designed to overcome their handicaps in learning vocational and occupational skills. Instruction will be highly individualized with special consideration given to the students' subpar reading abilities. The domestic service program will also involve the close working relationship of

various agencies such as Employment Security, Welfare Department, and Vocational Rehabilitation in the community so that realistic work and training situations can be provided for the students in the program. The work and training program for the girls will include a wide variety of physical activities performed according to specific directions. Therefore, activities will be highly supervised with directions and duties being given clearly to all concerned. Also, progress charts and graphs will be developed and displayed in order to show group and individual progress and to stimulate interest in learning work skills.

The termination of training will result after the student is placed and successfully functioning for 3 months in duties and tasks required by the employer. If the student falters or fails at any point up to the end of the 3 months, employment would be terminated by consent of the employer for further training and consideration at a later date.

The main objectives of the project would be to make sure that the program interests the students, that the students feel they are making progress and that realistic goals are developed and reached.

Objective Accomplishments The general objectives of this project are: (1) to orientate handicapped learners to the world of work prior to the time they leave school; (2) to use their training experience as a means of studying the responsibilities of citizenship and job requirements in a realistic and meaningful setting; (3) to stress the importance of developing such traits as responsibility, reliability, and proficiency and the importance of holding a job; (4) to teach the students the basic skills needed in finding employment in the domestic service area; (5) to acquaint the students with some of the general problems encountered in choosing a vocational and holding a job.

Evaluation: Evaluation of the program will be measured in terms of:

1. An increase in job placement over the next 2 years.
2. Greater job retention of students placed through the project.
3. A decrease in the dropout rate of girls in the Ohio County Special Education Program.
4. Individual student progress in the various job and skill areas.

W I S C O N S I N

STATE DIRECTOR OF SPECIAL EDUCATION: John W. Melcher

STATE DIRECTOR OF VOCATIONAL EDUCATION: Robert Tistau

STATE CONTACT: John H. Stadtmueller
Division for Handicapped Children
State Department of Public Instruction
126 Langdon St.
Madison, Wis. 53703
Telephone: (608) 266-2841

Cooperative Educational Service Agency 5
Elmwood, Wis. 54740

LOCAL CONTACT: George Heinemann
CESA 5, Box 158
Elmwood, Wisconsin

Number of Students: 53

Type of Handicap: EMR

WageEarning Home Economics for the Handicapped

Objective

This project brings highly individualized instruction to the students involved. A number are going directly into employment while others may be involved in the program of this project in subsequent years. Plans also involve the placement of some students during subsequent years, in regular work-study programs or cooperative programs.

Program Activities

This project involves the development of home economics skills for personal use and for vocational competency. The food service emphasis prepares students to operate modern home kitchen equipment and also gives instruction and a degree of experience relating to such vocational opportunities as waiter or waitress, cook's helper , and dish washer.

Other areas of instruction and experience relate to both home and institutional housekeeping and laundry. Industry in all instruction are emphases on the world of work and personal adjustment.

A mobile home facility specially equipped to serve the students in the program permits serving pupils on sites in three school districts for a period of 12 weeks at each site.

Walworth County Special School
Elkhorn, Wis. 53121

LOCAL CONTACT: William Truesdale, Work Experience Coordinator

Number of Students: 18

Type of Handicap: TMR

On-campus Vocational Adjustment Program for the "Deferred Placeable" mentally retarded

Objectives

This program is intended to provide the trainable mentally retarded students with the opportunity to engage in meaningful and productive activities leading to social and economic independence; provide a realistic appraisal of their capacities, interests, motivation, and social competence; and include training and educational efforts designed to capitalize on present and potential assets; stimulate the retardate to appropriate activity and purposeful effort through the use of concrete and specific materials and situations. Important facets of the program are ongoing evaluation of students in terms of intelligence factors, work habits, work skills, and physical capacity for work; and selective placement into appropriate community programs.

Program Activities

Participants are provided with closely supervised experience and/or training in such areas as building maintenance, groundskeeping, laundry, food preparation, automobile cleanup, and subcontract tasks from area business and industry such as typically found in sheltered workshops.

Evaluation

Part of the evaluation of this project will be made through a comparison of the employability of the participants with those who preceded them as graduates of the special school. Other evaluations will be made by various professional personnel working with the participants in such matters as apparent emotional maturity, motivation to work, punctuality, and other observable attributes.

Madison Public Schools
545 West Dayton
Madison, Wis. 53703

LOCAL CONTACT: Ed Colbert

Number of Students: 60

Type of Handicap: Multiple

Prevocational - Vocational Program for Moderately and Multiply Handicapped

Program Activities

The teaching model employed can best be conceptualized as behavioristic task analysis, i.e., the reduction of new learning to the smallest functional component parts. It is also necessary that each component of a task be an observable response.

The ultimate purpose of the vocational component of the project is to provide each trainable level retarded and severely emotionally disturbed student with a vocational repertoire sufficient to obtain and maintain remunerative employment in a community industrial setting.

An incidental but important secondary purpose is to develop instructional content instructional procedures, and instructional materials which can be used as vehicles toward the ultimate purpose.

This program will combine the physical and academic programs at Lapham School with the prevocational program at Badger School.

Evaluation

Continual evaluation of each student's functioning and continuous search for factors that might result in improved performances will be carried on. The result of this will hopefully be that students will not be "pigeonholed" into jobs simply because the jobs are available. Objective indexes of student functioning may also reduce the possibility of underemployment and unsuccessful job placement.

W Y O M I N G

STATE DIRECTOR OF SPECIAL EDUCATION: Lamar Gordon, Jr.

STATE DIRECTOR OF VOCATIONAL EDUCATION: Bruce Perryman

STATE CONTACT: Bruce Perryman
Director, Division of
Occupational Education
State Department of Education
Cheyenne, Wyo. 82001
Telephone: (307) 777-7675

Powell School District #1
Powell, Wyo. 82435

LOCAL CONTACT: J. Neal Large, Superintendent

Number of Students: 22

Type of Handicap: EMR

This cooperative work experience program provides vocational education for handicapped students through an arrangement of alternating employment in the community with classroom instruction. These two methods were planned and supervised by the school and the employers. Each contributes to the student's education and employability. The school provides the basic tools, attitudes, and knowledge necessary for the student to be successful on the job. The school also provides the opportunity for some training before the student enters into the employment market. A supervisory job experience program proved to be successful and is now being expanded and carried on totally by the local district and community.

Natrona School District (U)
Casper, Wyo. 82601

LOCAL CONTACT: Arnold Schieferstein, Coordinator, Exceptional Children

Number of Students: 40

Type of Handicap: EMR

The structure of this work training center is based upon the premise of preparing students for placement into the world of work beginning with prevocational advanced through vocational evaluation, work habits, vocational training, job readiness, supervised transitional job placement , and finally job placement. entire structure of the program places emphasis upon social behavior and interaction within their community. The work training center provides a sheltered workshop concept for its students before the initial employment in the community.

Cheyenne School District #1
Chaplin School
Cheyenne, Wyo. 82001

LOCAL CONTACT: Charles Wing,
Director, Exceptional Children

Number of Students: 50

Type of Handicap: EMR

The purpose of this program was to develop attitudes, skills and knowledge related to the world of work, job responsibility and personal character for better relationships for handicapped children. The program included a work experience program which closely coordinated school and out of school activities. The students were provided sheltered work stations throughout the school system. As soon as the students were capable of handling important responsibilities, a coordinated cooperative educational program, and community based work experience was provided.

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